

PREPUBLICATION COPY

GRADE

1

ReadyGEN 

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/NYCRReadyGEN**. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and important documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Text Collection, Units 4–6
These are in final form and will be used for the remainder of the year and into the future.
- Reader’s and Writer’s Journal, Units 1–6
While you received Units 1–3 in previous deliveries, the enclosed Journal includes the complete set of all units in final format.

Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 4–6
These will be replaced in June with the final versions.
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–6
This is the complete Teacher’s Guide of all six units.
- Scaffolded Strategies Handbook (*prepublication format*), Units 4–6
This will be replaced in June with the final version.

At this point you may wonder what materials to keep from prior deliveries. The followings materials can be replaced:

- The Start of Year Student Materials can be replaced. However, it is important to note that your students’ work from the first half of the year is recorded in the original Start of the Year journal for Unit 1. You may want to keep these versions on hand for a year-long view of student progress.
- The Reader’s and Writer’s Journal (Units 2 and 3) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in your previous versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,

Sharon Vaughn

University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.



This unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn

Executive Director and Founder, LitLife and LitWorld

What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley



The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3)* and *Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with *ReadyGEN*, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 4

Planting for the Future



MODULE A	Common Core Lesson Launch	1–9
	Lessons 1–13	10–139
	Performance-Based Assessment (Narrative)	140–147

TEXT SET



ANCHOR TEXT
Miss Rumphius



SUPPORTING TEXT
The Family Tree



SLEUTH
“A Mentor for James”
“Let’s Build a Park!”

MODULE B	Common Core Lesson Launch	148–157
	Lessons 1–12	158–277
	Performance-Based Assessment (Expository)	278–285

TEXT SET



ANCHOR TEXT
The Life Cycle of an Apple Tree



SUPPORTING TEXT
How a Seed Grows



SLEUTH
“The Best Neighbor Ever”

UNIT 4	Common Core Teacher Resources	
	End-of-Unit Assessment	TR2–TR19
	Routines	TR20–TR67
	Graphic Organizers	TR68–TR82
	Text Complexity Rubrics	TR83–TR86
	Leveled Text Instructional Plans	TR89–TR98

Assessment

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

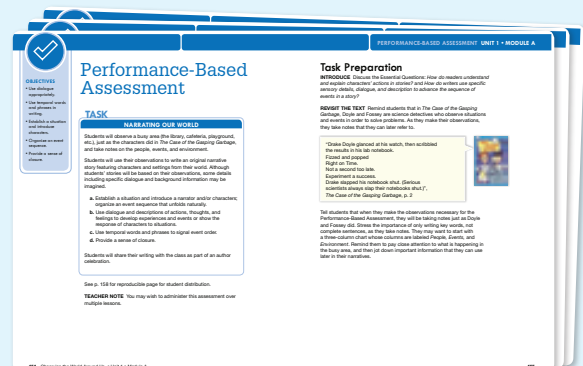
Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

UNIT 4 • MODULE A Continue the Story

TASK: Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt. Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs.

UNIT 4 • MODULE B Steps in a Sequence

TASK: Children will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to create their own book that includes at least three steps that show how a seed grows. Children will introduce a topic, write the steps from seed to plant, supply some facts about the topic, use temporal words to demonstrate the sequence, and draw detailed pictures and diagrams.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Generations

Enduring Understandings

- **Readers** understand the connection between multiple pieces of information in a text.
- **Writers** understand that facts and details help explain information to others.
- **Learners** will explore content to understand growth happens over time and that each part of an organism contributes to this process.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do **readers** make connections between ideas and information?

How do **writers** write to explain information to others?

MODULE GOALS

Readers will describe the connection between two facts in an informational text.

Writers will use facts and details to compose an explanatory text.

EXPLORE CONTENT **Learners** will explore content to identify what is necessary for growth.

Text Set

ANCHOR TEXT



The Life Cycle of an Apple Tree
Lexile 340L
Informational Text

SUPPORTING TEXT



How a Seed Grows
Lexile AD400L
Informational Text

SLEUTH



"The Best Neighbor Ever"



PERFORMANCE-BASED WRITING ASSESSMENT

STEPS IN A SEQUENCE

Children will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to create their own book that includes at least three steps that show how a seed grows. Children will introduce a topic, write the steps from seed to plant, supply some facts about the topic, use temporal words to demonstrate the sequence, and draw detailed pictures and diagrams.

TARGET STANDARDS



Common Core Learning Standard W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Vocabulary to Unlock Text

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in *ReadyGEN*.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



ANCHOR TEXT *The Life Cycle of an Apple Tree*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
seeds	seeded, seedless	grains, origins	<i>Topic</i>
tiny	teeny	small, little, mini	<i>Topic</i>
buds	budding	flowers, leaves	<i>Topic</i>
blossoms	blossomed	blooms, flowers	<i>Topic</i>
picked	picker	harvested, gathered, selected, chosen	<i>Topic</i>
ground	grounded, underground	earth, surface	<i>Topic</i>
rot	rotten	spoil, decay, decompose	<i>Topic</i>
cycle	recycle, bicycle, cyclical	loop, pattern, course, sequence	<i>Big Ideas</i>
continues	continual, continuous	goes on, runs, proceeds, persists	<i>Big Ideas</i>
grow	grown, growth, grower	develop, ripen, age, mature	<i>Big Ideas</i>

Vocabulary to Unlock Text

SUPPORTING TEXT *How a Seed Grows*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

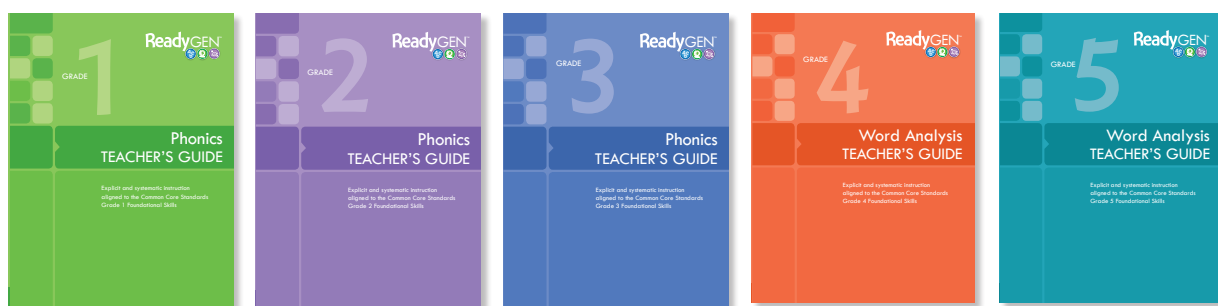
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
plant	houseplant, planting	tree, shrub, vine, herb	<i>Topic</i>
eggshells			<i>Topic</i>
bottom	bottomless	underside, base, floor	<i>Topic</i>
carefully	care, caring, careless	safely, cautiously, accurately, attentively	<i>Big Ideas</i>
soaks	soaking, soaked	dampens, moistens, drenches, saturates	<i>Topic</i>
loose	loosely, loosen	relaxed, slack, detached, free	<i>Topic</i>
root	rooted, rootless, taproot	base, basis, source, origin	<i>Topic</i>
sprinkle	sprinkling	mist, scatter	<i>Topic</i>
conditions	conditional, precondition	surroundings, environment, habitat	<i>Big Ideas</i>

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 158–167

READ Text Collection entire text
The Life Cycle of an Apple Tree

READING FOCUS Readers understand the connection between multiple pieces of information in a text.

WRITING FOCUS Writers introduce a topic and support it with details.

LESSON 2

Teacher's Guide, pp. 168–177

READ Text Collection entire text
The Life Cycle of an Apple Tree

READING FOCUS Writers understand that facts and details help explain information to others.

WRITING FOCUS Writers use scientific vocabulary in informative text.

LESSON 6

Teacher's Guide, pp. 208–217

READ Trade Book entire text
How a Seed Grows

READING FOCUS Writers understand that facts and details help explain information to others.

WRITING FOCUS Writers of informative texts include facts to support ideas.

LESSON 7

Teacher's Guide, pp. 218–227

COMPARE

- *The Life Cycle of an Apple Tree*, pp. 44–47
- *How a Seed Grows*, pp. 3–6

READING FOCUS Learners understand growth happens over time and that each part of an organism contributes to this process.

WRITING FOCUS Writing and supporting an opinion.

LESSON 11

Teacher's Guide, pp. 258–267

READ Trade Book Science experiment *How a Seed Grows*

READING FOCUS Learners understand growth happens over time and that each part of an organism contributes to this process.

WRITING FOCUS Writers do research.

LESSON 12

Teacher's Guide, pp. 268–277

COMPARE

- *The Life Cycle of an Apple Tree*
- *How a Seed Grows*

READING FOCUS Learners understand growth happens over time and that each part of an organism contributes to this process.

WRITING FOCUS Writers use diagrams, photographs, and illustrations to clarify ideas in text.

LESSON 3

Teacher's Guide, pp. 178–187

READ Text Collection entire text
The Life Cycle of an Apple Tree

READING FOCUS Writers understand that facts and details help explain information to others.

WRITING FOCUS What is informative/explanatory writing?.

LESSON 4

Teacher's Guide, pp. 188–197

READ Text Collection entire text
The Life Cycle of an Apple Tree

READING FOCUS Learners understand growth happens over time and that each part of an organism contributes to this process.

WRITING FOCUS Writers use diagrams to present information.

LESSON 5

Teacher's Guide, pp. 198–207

READ Text Collection entire text
The Life Cycle of an Apple Tree

READING FOCUS Readers understand the connection between multiple pieces of information in a text.

WRITING FOCUS Writers present steps in a process.

LESSON 8

Teacher's Guide, pp. 228–237

READ Trade Book entire text
How a Seed Grows

READING FOCUS Learners understand growth happens over time and that each part of an organism contributes to this process.

WRITING FOCUS Writers use illustrations to clarify ideas in text.

LESSON 9

Teacher's Guide, pp. 238–247

READ Trade Book entire text
How a Seed Grows

READING FOCUS Writers understand that facts and details help explain information to others.

WRITING FOCUS Writers write exact steps to follow, including temporal words.

LESSON 10

Teacher's Guide, pp. 248–257

READ Trade Book entire text
How a Seed Grows

READING FOCUS Readers understand the connection between multiple pieces of information in a text.

WRITING FOCUS Writers follow suggestions to help organize their ideas.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 278–285

TASK: STEPS IN A SEQUENCE

Children will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to create their own book that includes at least three steps that show how a seed grows. Children will introduce a topic, write the steps from seed to plant, supply some facts about the topic, use temporal words to demonstrate the sequence, and draw detailed pictures and diagrams.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- Who are the characters? What happens first, next, and last?
- What is the central message of the story?

CRAFT AND STRUCTURE

- How do the words in the story help you understand the characters' feelings?
- Who is telling the story?

INTEGRATION OF IDEAS

- How do the illustrations help you understand what happens?
- How are the characters in this text like characters in another text you have read? How are they different?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main topic of the text? How do key details support the topic?
- How are two people or ideas in the text connected to each other?

CRAFT AND STRUCTURE

- What words were important to understanding this text?
- What text features are used in the text? How do they help you find information?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text the same as or different from other texts you've read on the same topic?

See the Independent Reading Routine on pp. TR40–TR43.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Talk one at a time.
- Listen to others with care.
- Build on the ideas of other children by responding to what they say.
- Talk about the topic and texts under discussion.
- Ask questions if you don't understand what someone said or if you want to know more.

See the Text Club Routine on pp. TR44–TR47.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding: *Readers understand the connection between multiple pieces of information in a text.* As you build your Text Club library, consider using the texts below.

Growing Vegetable Soup

by Lois Ehlert
Literary Text
Lexile 140L

The Life Cycle of a Bean

by Linda Tagliagerro
Informational Text
Lexile 380L

The Tortilla Factory

by Gary Paulsen
Informational Text
Lexile 510L

Pumpkin, Pumpkin

by Jeanne Titherington
Literary Text
Lexile 260L

Bread Comes to Life

by George Levenson
Informational Text
Lexile 400L

Small Group Center Ideas

During Small Group instruction in ReadyGEN, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand the connection between multiple pieces of information in a text.

CENTER TASKS

- Have children write a fact they learned from an informational independent reading book. Then have them write two details from the text that support the fact.
- Have children draw a picture that illustrates the main idea and a few key details of an informational reading book. Then have them explain the picture to a partner.
- Have children write the name of an informational book they have read in which the events happen in a certain sequence. Then have them draw and write what happens first, next, and last.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that facts and details help explain information to others.

CENTER TASKS

- Have children use what they know about the life cycle of an apple tree to draw a picture and write about a trip to an apple orchard in the fall. What would they see, taste, and smell?
- Have children choose an activity or chore that they perform while getting ready for school or after school. Have them write or draw the steps they follow as they complete this action. Then have them explain the steps to a partner, using sequence words.
- Have children write and draw the directions to their favorite outdoor game. Then have them explain to a partner how to play the game.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that facts and details help explain information to others.

CENTER TASKS

- Have children add words to the class word wall that describe how plants and animals grow and change over time.
- Have children create word cards of unfamiliar words they find in informational independent reading. Tell children to write the word on one side of the card and its meaning on the opposite side. Children should use the word's context to figure out its meaning and then check its meaning in a dictionary.
- Have children write pairs of words that are connected from informational independent reading. Children may find words that have opposite or similar meanings, or they may find words that are related in some other way. Have children explain to a partner how each pair of words is connected.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand growth happens over time and that each part of an organism contributes to this process.

CONTENT CONNECTION

Animals use their body parts in different ways. Plants also have different parts that help them survive and grow.


CENTER TASKS

- Have children use computers or tablets to research the life cycles of a frog and a butterfly. Tell them to create a Venn diagram showing how the life cycles are the same and different.
- Have children research how plants use their parts to survive and grow. Have them create posters that label a plant's parts and tell where a plant takes in food and water.
- Have children choose an animal they are curious about and research how it uses its body parts to live and grow. Tell children to use the information to create a diagram with labels that show how the animal eats, breathes, and moves.


LESSON


1


LESSON 1 OBJECTIVE

Understand that informative texts include many pieces of information that are connected to each other.  **RI.1.3**

READING OBJECTIVES

Understand key steps in a cycle.  **RI.1.2**

Answer questions with text-based evidence during a close reading.  **RI.1.1**

 See Text Complexity Rubrics on pp. TR83–TR86.

Read Anchor Text

Build Understanding

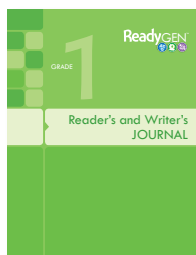
INTRODUCE Explain that today children will begin a new module of informational texts. The big idea of this module is still generations, but the focus will be on generations of plants instead of generations of people. Children will learn about how seeds grow into plants. For this lesson, help children focus on the Enduring Understanding: *Readers understand the connection between multiple pieces of information in a text.*

LESSON 1 FIRST READ

Explore the Text

ENGAGE CHILDREN Open the *Text Collection* to pp. 42–43 and show children the cover page of *The Life Cycle of an Apple Tree*. Ask children to tell what they think a life cycle is. Page through the text and let children look at the photographs. Ask children to tell what they think they will learn as they read the text. Explain that as you read about apple trees, children will begin to think about and understand these Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Read aloud the entire text. Tell children that as you read, they should think about how an apple seed grows and changes. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- What did you read about how apple seeds grow?
- What did you learn about apple trees?
- What questions do you have?

Have children use p. 211 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 44–47 of *The Life Cycle of an Apple Tree*. Use the following questions to lead the discussion.

- **What do apple trees grow from?** (apple seeds) **Where can you find apple seeds?** (inside an apple) **Key Ideas and Details**
- **Look at the picture on page 45. How does the picture help the reader?** (It shows what apple seeds look like and where you can find them.) **Is the picture a drawing or a photograph?** (a photograph) **Why do you think the author decided to use photos of real apples and trees?** (Possible responses: because the book is about what really happens; because the book is about science) **Craft and Structure**
- **What four things do apple seeds need in order to grow?** (sunlight, soil, water, warmth) **Key Ideas and Details**
- **BY-THE-WAY WORDS** *Soil is dirt. Why do you think seeds need soil?* (The soil is a place for seeds to grow in. The seed grows roots that stay in the soil while the rest of the plant grows.)
- **BY-THE-WAY WORDS** *The text says seeds “sprout and grow.” What do you think sprout means?* (start to grow) **Look at the photo on page 47. How does the picture help you understand sprout?** (It shows tiny plants just starting to grow.)
- **As the seeds sprout, what parts of the plant start to appear? Look at the photo for help.** Point to the remains of the seeds in the picture. (Leaves and a stem appear. Roots appear but are in the soil.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Preview the critical vocabulary words *seed* and *grow* with children. If you have dried beans or seeds in the classroom, use them to help children understand that most plants, including trees, grow from seeds.

STRATEGIC SUPPORT

CONNECT IDEAS Be sure children understand that the sprouting plants shown on p. 47 grow when the seeds shown on p. 45 are planted in the ground. Point to the remains of the seed on the middle plant on p. 47 and explain that this is the hard, brown shell of the seed.

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts.



Connect two ideas in a text.



BENCHMARK VOCABULARY

- seeds, p. 44
- tiny, p. 44

Focused Reading Instruction

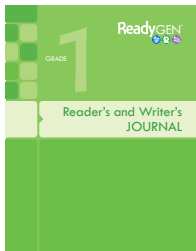
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Life Cycle of an Apple Tree*, p. 44, with the words *seeds* and *tiny*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *seeds*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *tiny*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 213 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Have children go back to the photographs and text on pp. 46–47 to discuss what apple seeds need in order to grow. Pose the following questions to children: *What four things do apple seeds need to grow? How are those things different from and the same as things you need to grow?* Use the **Whole Class Discussion Routine** on pp. TR24–TR27.

Remind children that part of being in a group discussion is adding their own thoughts and ideas to the thoughts and ideas of their classmates. They should listen and respond to what others say in a back-and-forth conversation.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you like to eat apples? Why or why not?* (Possible responses: Yes, I like to eat them because they are sweet and crunchy. No, I don't like to eat them because the skin is not good.)



Language Analysis

CLARIFY MEANING Explain to children that they will sometimes come across words they don't understand in an informative text. Details in the text and the pictures can help the reader understand a new word.

CITE TEXT EVIDENCE Guide children to ask and answer questions in order to clarify word meaning. Use *seeds* (p. 44) and *life cycle* (p. 54).

- Let's look at page 44. If we didn't know the word *seeds*, we could ask and answer questions about the word to help us figure out the meaning. The text says, "You can find apple seeds inside apples." I can ask, "What does the inside of an apple look like?" I see a picture of the inside of an apple on page 45. I can ask, "Which parts are the seeds?" Do you know the answer? (They are the brown things in the middle.)
- Now turn to page 53. Read pp. 53–54 aloud. What is a life cycle? What clues help us answer the question? (Seeds fall out of fruit when it rots. New trees can grow from those seeds. A cycle is something that continues. A life cycle must be all the stages that a living thing goes through.)

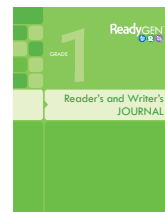
Independent Reading Practice

LANGUAGE ANALYSIS: CLARIFY MEANING Have children work independently to draw a picture to answer this question: *Where can you find apple seeds?* Children should write the question, draw a picture of an apple half with seeds, and label the seeds.

WRITING IN RESPONSE TO READING Have children work on p. 215 of their *Reader's and Writer's Journal*. Have them write about what apple seeds need.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to connect the pieces of information they learn. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



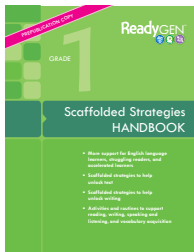
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Ask and answer questions to clarify word meaning.



Use text evidence to answer questions.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to clarify word meaning in *The Life Cycle of an Apple Tree*,

then...use the Language Analysis lesson in small group to help them.

If...children need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

LANGUAGE ANALYSIS

Use a think aloud about the word *seeds* on p. 44 to help children understand how to clarify word meaning. Say: **You can ask and answer questions about a word you don't know to try to figure out what it means.** I see the word *seeds* on page 44. I ask myself, "What are seeds?" I look at the words and sentences around *seeds*. They say apple trees grow from seeds and apple seeds are inside apples. The picture shows the inside of an apple. I see little brown things in the middle. Those must be the seeds. Have children point to the seeds. Then ask: **Where do you find apple seeds?** Have children draw a picture of seeds in an apple half and label the seeds.

CLOSE READING WORKSHOP

REVISIT *The Life Cycle of an Apple Tree* Read aloud pp. 44–46. Discuss the following questions. Have children include text evidence to support their answers.

- 1** What clues in the text and pictures tell you what these pages are about? (The heading says "Apple Seeds." The pictures show seeds and tiny plants. The text tells about seeds.)
- 2** What questions do you have about apple seeds? (Possible responses: Does every apple have seeds? What happens if you eat an apple seed?)
- 3** What would happen to an apple seed that was planted in a place that stayed very cold all the time? Use the text to support your answer. (Possible response: It probably would not grow. The text says apple seeds need warmth to grow.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions to clarify word meaning in *The Life Cycle of an Apple Tree*,

then...extend the Language Analysis lesson by having them work with a partner to ask and answer questions about another word in the text.

LANGUAGE ANALYSIS

Have children share their drawings showing where to find apple seeds. Then have them turn to p. 48 in *The Life Cycle of an Apple Tree*. Read the text with children. Have children work with a partner to choose a word from the page to discuss and define. Children might choose *stem*, *trunk*, *branches*, or *leaves*.

Ask children to write at least one question and answer about the word that helps them figure out the word's meaning. Children can use clues in the text and the picture to formulate and answer their question. After partners have finished, have them share their work with the group. Have children answer these questions:

- What word did you choose?
- What question(s) did you ask?
- What other clues helped you figure out the word's meaning?
- What does the word mean?

WRITING OBJECTIVES

Determine the topic of a piece of informative writing.



Form plural nouns with -s. 

Writing

Informative/Explanatory Writing

WRITE ABOUT A TOPIC

TEACH Remind children that writers of informative texts write to give information about a topic. The topic is what the book is about. The writer includes details to tell more about, or support, the topic. The details are all connected to the topic.

Review that the writer introduces the topic at the beginning of a text selection so that the reader knows quickly what the text is about. Remind children that the title is usually the first place the writer tells the reader what the topic of the text is.

- What is the title of this text selection?
- Does the title help you know what the text is about? How?
- Do the pictures help you know what the text is about? How?
- What does the first sentence on page 44 say? How does the sentence help you know what the text is about?
- What is the topic of this text selection?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer of *The Life Cycle of an Apple Tree* uses both the title and the words on the first page to tell readers what the topic of the text is: the life cycle of an apple tree.

Display pp. 42–43, the title page of the selection, and read the title aloud. Point to the photographs.

The Life Cycle of an Apple Tree

The writer tells the reader the topic in the title. The photos support the topic—they show the life cycle of an apple tree.

Display p. 44 and read the first sentence aloud.

How do apple trees grow?

The writer tells more about the topic in the first sentence. The reader knows that the writer will answer the question.

Explain to children that the writer will answer the question “How do apple trees grow?” as the book continues. The reader will understand the life cycle of an apple tree—how it goes from seed to tree to new seed—by the end of the book.

CONVENTIONS Add -s to Form Plural Nouns

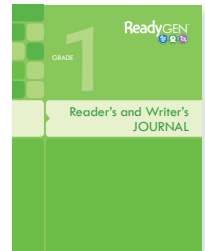
TEACH AND MODEL Remind children that nouns name people, places, things, and animals. One noun tells about one person, place, thing, or animal. Plural nouns tell about more than one. The plural of some nouns is formed by adding -s to the end of the word.

I planted one **seed**. She planted three **seeds**.


Seeds is the plural form of the noun **seed**. You make **seed** plural by adding **s** to the end.


APPLY Write the sentences above on the board. Have a volunteer read each aloud. Point out *seed* and *seeds*. Ask children which word tells about more than one seed.

Write *apple* and *tree* on the board. Then have children add an -s to *apple* and *tree* to form the plural of each word. Ask children to write a sentence using one of the plural nouns. For further practice, have children do the Lesson 1 activity on p. 217 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.  W.1.2

Write the topic and a supporting detail of an informative text.  W.1.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain that sometimes children will be asked to write about something they have read. They might be asked to tell the topic of a book and to write some of the details they learned about the topic as they read. Review with children that informative text gives information about a topic. The topic is what the book is about. Details tell more about the topic.

Discuss supporting details the writer of *The Life Cycle of an Apple Tree* includes to tell about the topic.

- Have children open the *Text Collection* to the beginning of the text (pp. 42–43). Write the title of the selection on the board.
- Have children turn to p. 44. Read aloud or have a volunteer read aloud the text on the page. Ask children to tell details they learn about the life cycle of an apple tree on this page. (Apple trees grow from apple seeds. The seeds are inside the apple.) What details do they learn from the photograph? (We learn what the seeds look like and where they are in the apple.) Write one or two details on the board under the topic.
- Turn to the next page (p. 46) and read it aloud. Ask children to tell details they learn about the life cycle on this page. (Seeds need water, sunlight, soil, and warmth. Seeds sprout and grow.) Discuss details children learn from the picture, such as what a little apple tree looks like, what parts sprout first, etc. Write some of these details on the board.
- Point out to children that the writer has started explaining to the reader the first stages of the life cycle of an apple tree. Have children tell the stages, or steps, that they have learned about so far: The tree starts as a seed. With sun, water, soil, and warmth, the seed sprouts. It starts to grow.



Independent Writing Practice

INDEPENDENT

WRITE Have children write the topic and one supporting detail from *The Life Cycle of an Apple Tree*. Have them draw a picture to illustrate their writing. Children should use complete sentences and should focus on the first pages of the text. Have children check their sentences to make sure they have used plural nouns correctly.

USE TECHNOLOGY If available, have children use tablets or a computer to type their sentences and draw their picture.

Writing Wrap-Up



Ask volunteers to share their sentences and drawings with the class. Ask children to tell why they think the writer started the book with seeds instead of with trees. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PROMPT Provide sentence frames for children to complete. *The book is about _____. I learned that apple seeds _____. Read the frames with children and help them complete the sentences. Let children complete the frames orally first, and then provide necessary support to help children write their answers.*


STRATEGIC SUPPORT


UNDERSTAND THE TOPIC Ask: *What is the book about?* If children struggle to answer, explain the topic simply: *The book tells how an apple tree grows from a seed.* Ask: *What did you learn about apple seeds today?* Help children form an answer and draw a picture.

**LESSON 2
OBJECTIVE**

Understand that informative texts include special features and special vocabulary.  **RI.1.5**

**READING
OBJECTIVES**

Understand text features.  **RI.1.5**

Answer questions with text-based evidence during a close reading.  **RI.1.1**

Read Anchor Text

Build Understanding

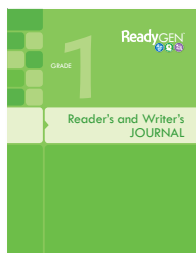
INTRODUCE Explain that today children will read *The Life Cycle of an Apple Tree* again and will understand some of the special text features and vocabulary found in the *Text Collection*. For this lesson, help children focus on the Enduring Understanding: *Writers understand that facts and details help explain information to others.*

**LESSON 2
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review pp. 44–47 of *The Life Cycle of an Apple Tree* in the *Text Collection*. Ask volunteers to tell what a life cycle is and what they have learned about the life cycle of an apple tree. Review the stages of growth children have studied so far, using the words *seed* and *sprout*. Explain to children that as you continue to study the apple tree, children will build their understanding of these Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER Read aloud the entire text again. Tell children that as you read they should think about how an apple tree grows and changes. Use the **Shared Reading Routine** on pp. TR36–TR39. After reading, discuss the questions below.

- What did you read about how apple trees grow?
- What did you learn about apples?
- What questions do you have?

Have children use p. 211 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 2
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 48–51 and the glossary of *The Life Cycle of an Apple Tree*. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** The text says an apple tree has a main *stem* called a *trunk*. Point to the trunk of the tree on p. 48. How is the trunk of a tree different from the stem of a flower? (A stem is smaller and softer. A trunk is big, hard, and strong.) How does a trunk help an apple tree? (The trunk holds the tree up.)
- **BY-THE-WAY WORDS** Where are the *branches* on the tree? (Let children point to the photograph.) What grows on the branches? (leaves, flowers, fruit)
- Turn to page 58. What is this page? (the glossary) Find the word *trunk* in the glossary. What do the words next to *trunk* tell you? (what the word means) Now look back at the first sentence on page 48. How does that sentence connect to the glossary? (It gives the same definition of *trunk*.)

Craft and Structure

- On page 49, the text says flower buds form after three years. Why do you think three years have to pass before the tree has flowers? (The tree has to get big and strong enough.) What's the difference between a bud and a blossom? (A bud is the small, unopened flower. A blossom is the open flower.) **Integration of Knowledge and Ideas**
- Let's look at page 50. What happens to part of the flower blossom? (It turns into fruit.) What do the little apples look like? (small, hard, round, green) What grows inside the little apples? (seeds) **Key Ideas and Details**
- How do these pages help you understand the life cycle of an apple tree? (The pages tell the next stages of the tree's life: little tree, bigger tree with blossoms, little apples with new seeds.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Preview all the vocabulary for the lesson with children: *stem*, *trunk*, *branches*, *buds*, *blossoms*. Define each word and show children the related photographs in the text.

STRATEGIC SUPPORT

MAIN IDEA If children struggle to understand the idea of a life cycle, review the text and guide students through each step of the cycle they have read so far: seed, seed sprouts, little tree starts to grow, tree gets bigger, buds and blossoms grow, little apples grow with seeds inside.

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts.



Know and use text features.



BENCHMARK VOCABULARY

- buds, p. 49
- blossoms, p. 49

Focused Reading Instruction

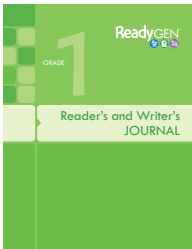
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Life Cycle of an Apple Tree*, p. 49, with the words *buds* and *blossoms*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *buds*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *blossoms*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 213 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Have children go back to the photographs on pp. 48–49 to compare and contrast the apple trees shown in the photographs. Pose the following question to children: *How are these two trees alike and different?* Use the **Small Group Discussion Routine** on pp. TR20–TR23. Remind children to listen to and build on each other's ideas.

You may wish to model comparing and contrasting through a think aloud, such as the following: *To tell how these trees are alike and different, I might tell all about one and then all about the other. Or I might pick one part of the tree at a time and describe that part on each tree. For example, I might look at and tell about the trunk on each tree. I can see the trunk on page 48 is very skinny. It is not very thick. Then I look at the trunk on page 49. This one is much bigger and thicker. It has lots of branches coming off it.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think the little green apples on page 50 would be good to eat? Why or why not?* (Possible responses: No, because they look hard and are probably not tasty. Yes, because they might taste like sour apple candy.)



See **Routines** on pp. TR20–TR67.

Language Analysis

TEXT FEATURES Remind children informative texts often have special text features, parts of the text that give extra information or help explain something. Point out features in *The Life Cycle of an Apple Tree*.

CITE TEXT EVIDENCE Guide children to use the text features.

- Turn to page 44. Where do you find the heading on this page? (at the top) What does the heading say? (Apple Seeds) Write the heading.
- How does a heading help you? (It tells what this part of the text is about.) Find the next heading. What does it say? (Growing) Write it on the board. Have children find all the headings in the text. Make a complete list. Then ask: If you wanted to find out about how apples grow, which heading would you look under? (Growing) If you wanted to find out about red, ripe apples, where would you look? (Apples)
- Now let's look at the glossary. How does a glossary help you? (It gives word meanings.) How is the glossary arranged? (in alphabetical order) Find the word *soil*. What is the definition of *soil*? Have a volunteer read the definition aloud. We already knew that soil was dirt. What extra information does the glossary give us? (Plants get their food and water from the soil.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES Have children work independently to complete p. 218 of their *Reader's and Writer's Journal*. Children should choose a heading from the text, write it, and draw a picture to show something they learned from that section of the text.



WRITING IN RESPONSE TO READING Have children work on p. 215 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections between different pieces of information. Use the **Independent Reading Routine** on pp. TR40–TR43.


INDEPENDENT

Reading Wrap-Up



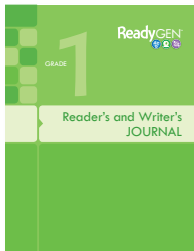
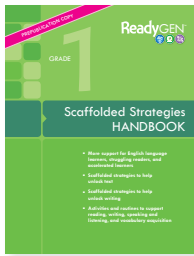
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Know and use various text features.  RI.1.5

Demonstrate fluency through oral reading.

 RF.1.4b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to use text features in *The Life Cycle of an Apple Tree*,

Then...use the Language Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Review the headings in the book to help children understand the function of a heading and how the content of the section relates to the heading. Turn with children to p. 44. Point to the heading and read it aloud. Guide children to understand that the text and the photographs on pp. 44–47 all relate to the topic of apple seeds. Turn to p. 48 and have children point to the heading. Read it aloud. Ask: **What do you think this section of the book is about?** Help children connect the heading to the text and the photographs. Continue with the sections “Apples!” and “Starting Over.” Then have children complete p. 218 of the *Reader's and Writer's Journal*.

ORAL READING

ACCURACY Remind children that reading with accuracy means reading without making mistakes such as skipping words, saying words incorrectly, or adding words. Have children follow along as you read aloud from *The Life Cycle of an Apple Tree*. Model reading with accuracy. Place children in groups. Select a portion of the text. Have children take turns reading from the text. Encourage them to read accurately. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand the function and content of the text features of *The Life Cycle of an Apple Tree*,

then...extend the Language Analysis lesson by having them work independently to create a table of contents for the book.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Review with children the function of a table of contents. Provide samples from your classroom library. Then have children use the headings of *The Life Cycle of an Apple Tree* to create a table of contents for this text. Tell children their table of contents should include the diagram on pp. 56–57 and the glossary. Remind them that each entry should have a page number.

When children have finished their table of contents, have them ask and answer questions with a partner:

- What page does the section titled “Apples!” start on?
- What page does the glossary start on?
- Where should I look to find information about seeds?
- Where can I look up the meaning of a word?

ORAL READING

ACCURACY Remind children that reading with accuracy means reading without making mistakes such as skipping words, saying words incorrectly, or adding words. Have children follow along as you read aloud from *The Life Cycle of an Apple Tree*. Model reading with accuracy. Place children in groups. Select a portion of the text. Have children take turns reading from the text. Encourage them to read accurately. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Recognize scientific vocabulary. © W.1.2

Form plural nouns with -es. © L.1.1.C

Writing

Informative/Explanatory Writing

WRITE ABOUT VOCABULARY

TEACH Remind children that writers of informative texts write to give information about a topic. The writer includes details to tell more about, or support, the topic. Sometimes the details are vocabulary words that are related specifically to the topic. Using special vocabulary is another way a writer has of helping the reader learn about and understand the topic.

Remind children that they have learned science words that are connected to the big idea of how plants grow and change and the specific topic of the life cycle of an apple tree. Discuss the connection between the science vocabulary and the topic.

- What are some words the author of this book included to help us learn about apple trees and how they grow?
- How does knowing the meaning of a word like *sprout* help you understand the topic?
- How does the author help you understand what a word means in the book?
- How are the pictures connected to the vocabulary?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Help children see that the writer of *The Life Cycle of an Apple Tree* includes scientific vocabulary words that are important to know in order to understand the topic.

Display p. 48 and read the text aloud. Point out the plant-based vocabulary.

Apple trees have one main stem called the trunk.
Branches grow on the trunk.
Leaves cover the tree.

The writer includes science words that the reader needs to know about apple trees: *stem, trunk, branches, leaves*.

Display p. 49 and read the text. Have children point out words that are related to the life cycle of the apple tree.

After three years, flower buds form and open in summer. Apple blossoms fill the whole tree.

Knowing science words like *buds* and *blossoms* helps the reader understand the topic.

Remind children that the glossary of an informative text usually includes the special vocabulary that readers need to know.

CONVENTIONS Add -es to Form Plural Nouns

TEACH AND MODEL Remind children that some plural nouns are formed by adding -s to the end of the singular noun. For nouns that end in *ch*, *sh*, *s*, *x*, or *z*, we add -es to the end of the word.

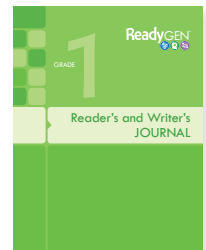
That *branch* has no fruit.

Those *branches* have lots of fruit.


Branches is the plural form of the noun *branch*. *Branch* ends in *ch*. You make *branches* plural by adding -es to the end.

APPLY Write the sentences above on the board. Have a volunteer read each aloud and point out *branch* and *branches*. Ask children which word tells about more than one branch.

Then write the words *bush*, *bus*, and *box* on the board. Have children add -es to each word to form the plural: *bushes*, *buses*, *boxes*. Ask children to write a sentence using one of the plural nouns. For further practice, have children do the Lesson 2 activity on p. 217 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.  W.1.2

Write three new scientific vocabulary words from the text.

 L.1.6  W.1.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children that sometimes they will be asked to write about what they have read. They might be asked to define words they have read or to write sentences using the new vocabulary words.

In preparation for the independent writing task, discuss scientific vocabulary words the writer of *The Life Cycle of an Apple Tree* includes to help explain the topic. Help children list and define the new vocabulary words they have read in the text.

- Ask children to open the *Text Collection* to p. 44. Invite volunteers to list any vocabulary words they think readers need to know from the first page. Children might suggest *seeds* and *grow*. Work with children to write a brief definition of each word on the board.
- Have children turn to the next two pages. What science words do children think are important to know from this page? (*soil, sprout*) Work with children to write a brief definition for each word.
- Continue for each page, guiding children to pick out scientific words and define them. Include on the list of words/definitions *stem, trunk, branches, buds, blossoms, ripe, rot, life cycle*. Remind children they can look in the glossary to find definitions for some of the words.
- Read over the completed list with children. Discuss how the words help the reader understand the topic of the book.



Independent Writing Practice

FORMATIVE ASSESSMENT Tell children you are going to make a class picture dictionary using the vocabulary words from *The Life Cycle of an Apple Tree*. Provide index cards and markers or crayons. Have each child choose three of the vocabulary words they learned from the book. Children may want to refer back to the list you created on the board during Shared Writing. Ask children to write each word on a card and draw a picture to show the meaning of the word. You might want to assign some of the words to children to make sure all the vocabulary words are included in the dictionary. When children have finished, work as a group to sort the cards by word and then assemble the dictionary. You can put the cards in plastic photo sleeves or see Use Technology below.

USE TECHNOLOGY If possible, let children take digital photos of their completed cards and then create the dictionary using the digital images. Children can group the images by word and then assemble the pages with multiple cards per page.

Writing Wrap-Up



Display and discuss the finished (or partially finished) picture dictionary. Ask children how the dictionary might be helpful with other writing activities in upcoming lessons. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

CLARIFY MEANING Be sure children understand the meaning of each of the words you have listed. Have children read each word aloud and tell you what it means. If children struggle, provide support with pictures in the text and guided questioning: *Where are the seeds? What do seeds grow to be? Where is the trunk? What does the trunk do?*


STRATEGIC SUPPORT

CONNECT WORDS AND IDEAS If children struggle to draw pictures that connect to the words they choose, ask questions to help them decide what to draw: *What is a blossom? What does an apple blossom look like? What does an apple tree look like when it is covered in blossoms?* Remind children that they can look in the text for help as well.

**LESSON 3
OBJECTIVE**

Understand that informative texts include facts and details that explain a topic.  RI.1.5

**READING
OBJECTIVES**

Understand that photographs provide information.  RI.1.7

Answer questions with text-based evidence during a close reading.



RI.1.1

Read Anchor Text

Build Understanding

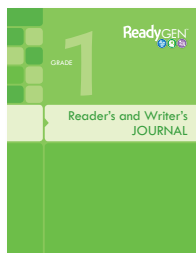
INTRODUCE Explain that today children will continue their study of *The Life Cycle of an Apple Tree*. They will use the photographs and other key details in the text to help build understanding of the topic. For this lesson, children will continue to focus on the Enduring Understanding: *Writers understand that facts and details help explain information to others.*

**LESSON 3
FIRST READ**

Explore the Text

ENGAGE CHILDREN As you turn the pages of *The Life Cycle of an Apple Tree* in the *Text Collection*, invite volunteers to tell about each of the photographs. Review the stages of growth children have studied so far, encouraging children to use the science vocabulary they have learned. As you discuss the life cycle of an apple tree, ask children to respond to the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY Have children read the entire text again, including the diagram on pp. 56–57 and the glossary. Tell children that as they read, they should think about how the photographs help them understand the life cycle of an apple tree. Use the **Independent Reading Routine** on pp. TR40–TR43. After reading, discuss the questions below.

- What did you read about how apples grow?
- What did you learn about a life cycle?
- What questions do you have?

Have children use p. 211 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 3
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 52–53 of *The Life Cycle of an Apple Tree*. Use these questions to lead the discussion.

- Turn to page 52. What is the heading? (Apples!) Why do you think the author used an exclamation point? (Possible response: Because finally, the tree has fruit. Lots of time has passed between the seeds and the ripe fruit.) How does the heading help you understand the pages? (It tells that these pages will be about apples.) **Craft and Structure**
- **BY-THE-WAY WORDS** The text says apples turn red in the fall, and then they are “ripe and ready to be picked.” What does *ripe* mean? (ready to be picked) How do you know when an apple is ripe? (It turns red.) What do you do with a ripe apple? (You eat it.)
- Look at the picture on page 52. How does the picture help you understand the words? (The picture shows a tree full of red, ripe apples.) **Craft and Structure**
- Look at page 53. What happens to some of the apples on the tree? (They fall to the ground and rot.) What happens next? (The seeds come out.) What might happen to those seeds? (They might start to grow.) **Key Ideas and Details**
- Look at page 53. Name the parts of the apple tree you see. (trunk, branches, leaves, apples) How does the photo help you understand more about apple trees? (Possible response: It shows all the parts of the tree and apples on the ground after they fall.) **Key Ideas and Details**
- Tell me the stages of the life cycle of an apple tree we’ve learned about. (seed, little tree, blossoms, fruit) How has the writer shared that information with us? (She has included facts and details about apple trees and photographs of real trees.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Children may be confused by the use of *fall* as a noun on p. 52 and *fall* as a verb on p. 53. Explain that the word has more than one meaning. It can mean “the season that comes after summer” (p. 52) or “to drop down to the ground” (p. 53).

STRATEGIC SUPPORT

MAIN IDEA Continue to monitor children’s understanding of the stages of growth. Use the photographs to show the progression from blossom, to little apple, to ripe apple. Explain that the apples grow all summer to change from little and green to big and red.

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts.



Use supporting details and photographs to describe key ideas.



BENCHMARK VOCABULARY

- picked, p. 52
- ground, p. 53
- rot, p. 53

Focused Reading Instruction

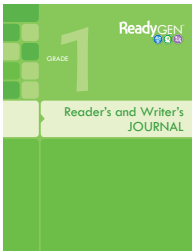
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Life Cycle of an Apple Tree*, pp. 52–53, with the words *picked*, *ground*, and *rot*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *picked*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the words *ground* and *rot*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 213 in their *Reader's and Writer's Journal*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the pictures on pp. 51 and 52 to compare and contrast the apples shown in the pictures. Ask children to think about how the apples have changed from one photograph to the other. Pose the following question to children: *How are the apples in these pictures alike and different?* Use the **Paired Discussion Routine** on pp. TR20–TR23. You may wish model comparing and contrasting through a think aloud, such as the following: *I will look at the apples on page 51 first. What do I know about them from the words and the picture? They are little. They are green. They are kind of fuzzy. They are round. Now I will look at the apples on page 52. I will think about how they are the same as the little apples and how they are different from them.*

When pairs have finished their discussion, come together as a group to share ideas. Use a Venn diagram to compare and contrast the apples, taking suggestions from pairs for what to put in each part of the diagram.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Look at the picture of the apple trees on page 53. Is that a place you would like to go? Why or why not?* (Possible responses: Yes, I would like to go there because I could get all the apples. No, I would not like to go there because there might be bees around all the fruit.)



See **Routines** on pp. TR20–TR67.

Reading Analysis

KEY IDEAS AND DETAILS Remind children that informative text is written about a topic. The topic is what the text is about. The author uses key ideas to tell about the topic and includes details to tell more about the key ideas.

CITE TEXT EVIDENCE Review the topic and key ideas of *The Life Cycle of an Apple Tree*. Then help children recognize key supporting details in the text and photographs. Use a T-chart, listing key ideas on the left and supporting details on the right. Write the topic at the top.

- **What is the topic of the text?** (how an apple tree grows)
What are the key ideas of the text? (Guide children to understand that the stages of growth are the key ideas: seed, young tree, blossoms, fruit)
- **Let's start with the first key idea: an apple tree starts as a seed. Look at the pages in the section called *Apple Seeds*. What details in the words and the pictures tell us about seeds?** (List details on the chart.)
- Continue with the *Growing* and *Apples!* sections. List details for each stage of growth of the apple tree.

T-Chart

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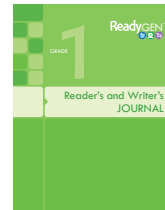
Independent Reading Practice

READING ANALYSIS: KEY IDEAS AND DETAILS Have children work independently to write one detail they learned from the *Apples!* section of the text. Ask children to draw a picture that shows what they learned.

WRITING IN RESPONSE TO READING Have children work on p. 215 of their *Reader's and Writer's Journal*. Children will complete the sentence about apples.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections between different pieces of information in the text. Use the **Independent Reading Routine** on pp. TR40–TR43.



Reading Wrap-Up



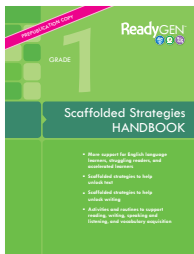
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Use details to describe key ideas.



Use text features to understand informative text.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to use details to describe key ideas in *The Life Cycle of an Apple Tree*,
then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the text,
then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Turn to p. 52 with children. Remind children that each part of the text is about a different stage in the life cycle of an apple tree. Ask: **What is this part of the text about?** (apples) Guide children to find supporting details that tell about apples in the words and the pictures. Ask guiding questions: **When do apples grow? When are apples ready to be picked? Look at the picture. What does a ripe apple look like? What happens to apples that fall off the tree? What happens to the seeds when the apple rots?** Help children pick one detail to write and draw.

CLOSE READING WORKSHOP

REVISIT *The Life Cycle of an Apple Tree* Read aloud pp. 52–53. Then discuss the following questions. Have children point to or read specific details in the text to support their answers.

- 1 **What clues can you find in the text and the photographs that tell you what these pages are about?** (The heading says *Apples*! The photos show apples on the trees and on the ground.)
- 2 **What does a ripe apple look like? How do you know?** (Possible responses: It is big and red and shiny. The text says a ripe apple is red. The photos show big red apples on the trees.)
- 3 **Look at the apples on the ground on page 53. What do you think will happen to them? Use the text to support your answer.** (Possible responses: They will rot. They will get soft and brown. The seeds will fall out. Maybe animals and bugs will eat them.)

EXTENSIONS

MONITOR PROGRESS

If...children can use details to describe key ideas of *The Life Cycle of an Apple Tree*,

then...extend the Reading Analysis lesson by having them work with partners to write and draw apple tree facts.

READING ANALYSIS

Provide red construction paper circles (or die-cut apples), small paper bags, and markers. Have children work in pairs to make bags of apples by writing or drawing a fact they have learned from the text on each apple and filling the bag. Children can use the list of details you created on the board or use the text to list their own details and facts. Remind children that they can use details and facts from the photographs as well as the text.

When pairs have made at least six apples, have them share their bag of apples with another pair. Invite pairs to take turns pulling an apple from their bag and reading the fact or telling about the drawing on the apple.

WRITING OBJECTIVES

Understand the elements of informative writing.



Use common nouns, singular and plural.



Writing

Informative/Explanatory Writing

ELEMENTS OF INFORMATIVE WRITING

TEACH Remind children that writers of **informative** texts write to give information. Point out the connection between the words *informative* and *information*. Tell children that sometimes this kind of writing is called **explanatory** writing—writing that explains something. The **topic** of an informative or explanatory text is what the text is about. The topic is something from real life.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Review that the writer includes facts and details to tell about the topic. The structure, or organization, is also an important part of an informative text. An informative text is usually organized in a way that helps the reader understand the topic. The book might show how something changes over time. It might tell how two things are alike and different. It might explain how to do something by giving instructions. Sometimes the writer includes photographs or illustrations in the book to give the reader more information.

Discuss elements of *The Life Cycle of an Apple Tree* that show it is an informative text:

- Does this book have a topic? What is the topic? Is the topic something from real life?
- Does the writer include facts and details to give information about the topic? What are some facts and details we've read?
- How is the book organized?
- Is this an informative book?

ANALYZE THE MODEL Help children identify the specific informative elements of *The Life Cycle of an Apple Tree*. Display the opening pages (pp. 42–43). Read the title and point to the photograph. Ask children how they know the book is about a real-life topic.

The Life Cycle of an Apple Tree

The writer of an informative text writes about real-life topics. This book is about real apples. The photographs show real apples and trees.

Discuss facts the writer uses to tell about real apples and apple trees. Turn to p. 48 and read the text as you display the photograph. Ask children to tell why the writer chose to use this photograph on this page.

Apple trees have one main stem called the trunk. Branches grow on the trunk. Leaves cover the tree.

The writer tells facts about how an apple tree grows after it sprouts. The photograph shows a young apple tree.

Guide children to understand that the book tells facts about how an apple tree grows and changes as time passes.

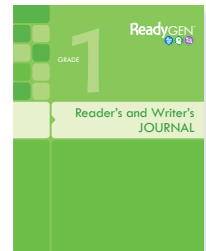
CONVENTIONS Using Common Nouns

TEACH AND MODEL Remind children that a noun names a person, place, thing, or animal. Nouns can tell about one thing (singular) or more than one thing (plural).


Trees have one main stem called the trunk.
Some apples fall to the ground.


Trees and apples are plural nouns. Stem, trunk, and ground are singular nouns.

APPLY Write the sentences above on the board. Ask children to identify the nouns in the first sentence. Circle the nouns. Then ask children to tell if the nouns are plural or singular. Repeat with the second sentence. Have children write a sentence using one of the nouns. For further practice, have children do the Lesson 3 activity on p. 217 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.  W.1.2

Write a list of things an apple seed needs to grow into an apple tree.  W.1.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to use information and details from a text to answer a question. They will need to look back at the text to find the answer to the question. Thinking about the organization of the text can help them find the information they need.

Review the sections of the text with children. Ask volunteers to find and/or write the headings on the board. Include the diagram heading as well. Then ask questions about the sections.

- If you needed to find information about red, ripe apples, where would you look?
- I have to answer a question about what an apple seed looks like. Where should I look? How does the photograph on page 45 help me?
- If I wanted to draw a picture that shows all the stages in the life of an apple tree, what part of the book would be most helpful?
- Explain to children that sometimes they will need to think about the connections between ideas in the text. An answer to a question might come from two different places. Suppose you see this question: What does an apple tree look like in summer? Where would you look? What parts of the book tells about summer? Is there more than one right answer to this question?



Independent Writing Practice

INDEPENDENT

WRITE Ask children to use information from the text *The Life Cycle of an Apple Tree* to answer this question: **What does an apple seed need to grow into an apple tree?** Tell children to answer the question in a complete sentence and to include ALL of the things an apple seed needs (sunlight, soil, water, warmth). Have children check their sentences to make sure they have used singular and plural nouns correctly.

USE TECHNOLOGY If computers are available, let children type their answers and then find pictures to illustrate each of the four things: sunlight, soil, water, warmth.

Writing Wrap-Up



Ask volunteers to tell the four things an apple seed needs. Discuss with children how they knew where to look in the text to find the information they needed to answer the question. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

WRITING If children struggle with writing complete sentences, provide a sentence frame for support: *Apple seeds need ___, ___, ___, and ___.* Help children find the information in the text if necessary. Review the meanings of *sunlight*, *soil*, *water*, and *warmth*.

STRATEGIC SUPPORT

WRITING If children struggle to answer the question, ask questions to guide them to the information in the text: *What part of the apple is the question about? Do you remember a part in the text that is about seeds? Can you find that part of the text?* Let's read the pages. Do you see the answer to the question: *What do seeds need to grow?*

**LESSON 4
OBJECTIVE**

Understand that change happens over time and can be explained in text and text features.  RI.1.5

**READING
OBJECTIVES**

Understand the concept of a cycle.



Answer questions with text-based evidence during a close reading.



Read Anchor Text

Build Understanding

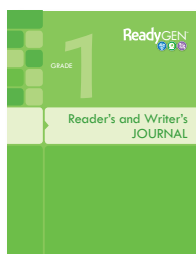
INTRODUCE Explain that today children will continue their study of *The Life Cycle of an Apple Tree*. They will think about the entire life of an apple tree and how a new tree starts. For this lesson, children will focus on the Enduring Understanding: *Learners understand growth happens over time and that each part of an organism contributes to this process.*

**LESSON 4
FIRST READ**

Explore the Text

ENGAGE CHILDREN Discuss the opening pages of *The Life Cycle of an Apple Tree* on pp. 42–43 of the *Text Collection*. Ask children to tell how the photographs help them understand the idea of a cycle. Discuss what stage is missing from the opener (blossoms). Then review with children what happens to some of the apples on the big tree and what is inside those apples. As part of the discussion, remind children to consider the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY Have children read the entire text of *The Life Cycle of an Apple Tree*. Tell children that as they read, they should think about what happens when seeds fall out of the rotten apples on the ground. Use the **Independent Reading Routine** on pp. TR40–TR43. After reading, discuss the questions below.

- What did you read about new apple trees?
- What did you learn about a life cycle?
- What questions do you have?

Have children use p. 212 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 4
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 54–57 of *The Life Cycle of an Apple Tree*. Use the following questions to lead the discussion.

- Turn to page 54. What is the heading on the page? (Starting Over) What does it mean to start over? (to begin again) How are these pages about starting over? (They tell how new apple trees can grow.) **Key Ideas and Details**
- What does the photograph on page 55 show? (new apple trees sprouting) What are the little trees growing in? (a rotten apple that fell off the tree) Why did the author include this picture? (to show how new trees can start to grow) **Craft and Structure**
- How do you know time has passed between the apples falling to the ground and new trees sprouting? What clue words does the writer use to help you? (The apple on the ground is very brown and dried out. The text says the new trees can grow “next year.”) **Craft and Structure**
- Turn back to page 47. How does that photo connect to this photo on page 55? (They both show new apple trees sprouting.) What has happened between page 47 and page 55? (Possible responses: Time has passed. A tree has grown. Apples have grown with new seeds.) **Key Ideas and Details**
- Look at the diagram on pages 56–57. What does it show? (how apple trees grow) If you were going to add a step to the end of the diagram to show the complete life cycle, what would you add? (a picture like the one on page 55 that shows new trees growing where rotted apples fell) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

TIME ORDER Children will need to understand and use time order words as the lesson and the module continue. Review basic time order: *first, then, next, last*. Help children use the words to tell what happens in the diagram. First, seeds grow. Then, a young tree grows. Next, blossoms grow. Last, apples grow.

STRATEGIC SUPPORT

MAIN IDEA Help children connect the apples on the ground on p. 53 and the new apple trees on p. 55. Explain that an apple falls and rots. Seeds fall out. The seeds, if they get what they need, will grow in the soil where the apple fell. The picture on p. 55 shows new trees growing out of the rotten apple.

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts.



Know and use text features: diagram.



BENCHMARK VOCABULARY

- cycle, p. 54
- continues, p. 54

Focused Reading Instruction

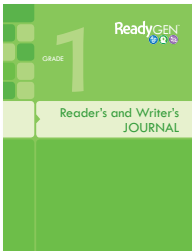
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Life Cycle of an Apple Tree*, p. 54, with the words *cycle* and *continues*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *cycle*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *continues*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children look at the text and the photographs on pp. 54–55. Ask children to think about what had to happen in order for those new little apple trees to sprout and grow. Pose the following to children: *The text says the new apple trees can grow from the seeds “next year.” From the time that the seeds fall out of the apple to the time the new trees sprout, what has to happen?* Use the **Whole Class Discussion Routine** on pp. TR24–TR27.

You may wish to remind children of the four things seeds need in order to grow and prompt discussion by asking questions: *What did you write about seeds in Lesson 3? Do you remember the four things an apple has to have so that it can sprout and grow? I know a seed needs water. So, where does the water come from for the little seeds that fall out of the rotten apples? What does the weather have to be like for the little seeds?*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think all the seeds from all the rotten apples grow into new trees? Why or why not?* (Possible responses: No, because sometimes seeds fall in places that don't have enough soil or water. Yes, because if any of the seeds grow, that means all of the seeds can grow.)



See **Routines** on pp. TR20–TR67.

Language Analysis

TEXT STRUCTURE: DIAGRAMS Remind children that informative writing sometimes includes text features that help readers find information or give readers more information. Review the heading and glossary text features that children have already studied. Then explain that a diagram is also a text feature. A diagram shows information in a visual way that is easy to understand.

CITE TEXT EVIDENCE Guide children to recognize the parts of a diagram and to use the diagram in *The Life Cycle of an Apple Tree*.

- **Let's look at the diagram on pages 56–57. What is the title of this diagram?** (How Apple Trees Grow) **What does the title tell you?** (what the diagram is about) **What does this diagram show?** (It shows how an apple tree grows.) **What is in each circle?** (Each circle has a photograph that shows part of the life of an apple tree.)
- **Does the diagram show every detail that we read in the text? What does it show?** (No. It only shows the most important information.)
- **What is the first step the diagram shows about how an apple tree grows? Use the word *first* in your answer.** (First, seeds grow.) **What happens next? Then what happens?** (Next, a young tree grows. Then blossoms grow on the tree.)

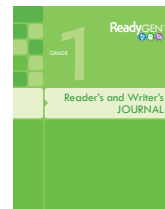
Independent Reading Practice

LANGUAGE ANALYSIS: TEXT STRUCTURE Have children work independently to answer this question about the diagram: *What happens last?* Have children use the word *last* in their answer. (Last, apples grow.)

WRITING IN RESPONSE TO READING Have children work on p. 216 of their *Reader's and Writer's Journal*. Children will complete the sentence about the diagram.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections between different pieces of information. Use the **Independent Reading Routine** on pp. TR40–TR43.




INDEPENDENT

Reading Wrap-Up



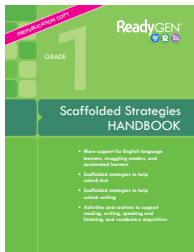
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Use text features: diagram.  **RI.1.5**

Demonstrate fluency through oral reading.

 **RF.1.4b**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to use the diagram in *The Life Cycle of an Apple Tree*,

then...use the Language Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Turn to p. 56 with children. Review that a diagram shows information. Guide children through the information found in the diagram. Say: **Here's the title of the diagram. The title tells us what the diagram is about.** Read the title or have children read it. **Now we know the diagram shows how an apple tree grows. There are four circles with pictures and words. What is in the first circle?** Point to the picture and to the word to help children connect the two. Then continue through the other circles. Say: **The diagram shows four steps or stages that an apple tree goes through.** Work with children to talk about the steps of the process in time order, using *first*, *next*, *then*, and *last*. Point to each circle as you talk about the stage, pointing out to children how the tree has changed from step to step. Then ask: **What happens first in the diagram? What happens next? Then what happens? What happens last?** Have children write the answer to the final question using the word *last*.

ORAL READING

RATE Remind children that reading at an appropriate rate means reading at just the right speed. Have children follow along as you read aloud from *The Life Cycle of an Apple Tree*. Model reading too slow, too fast, and then at an appropriate rate. Ask children which rate was easiest to understand. Place children in groups. Select a portion of the text. Have children take turns reading from the text. Encourage them to read at an appropriate rate. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand the diagram in *The Life Cycle of an Apple Tree*,

then...extend the Language Analysis lesson by having them create a diagram of their own.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have children work independently to draw and label their own diagram of an apple tree. Tell children that the diagram can show an apple tree at any stage but seed. The diagram should be detailed and use information they have learned from the text. Ask children to write a title for their diagram and label at least three parts of their tree. Labels might include *seeds, trunk, branches, leaves, blossoms, apples* (little or ripe).


When children have finished their diagrams, have the group work together to put their pictures in time order from young trees to trees with ripe apples. Have children discuss these questions:

- What is the title of the diagram?
- What does the diagram show?
- What step of the process does the diagram show?
- What order do the pictures go in?

ORAL READING

RATE Remind children that reading at an appropriate rate means reading at just the right speed. Have children follow along as you read aloud from *The Life Cycle of an Apple Tree*. Model reading too slow, too fast, and then at an appropriate rate. Ask children which rate was easiest to understand. Place children in groups. Select a portion of the text. Have children take turns reading from the text. Encourage them to read at an appropriate rate. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Understand that informative writing sometimes uses pictures or a diagram to show sequence.  W.1.2

Identify sequence of events in an informative text.

 W.1.7

Use singular and plural nouns with matching verbs.

 L.1.1.c

Writing

Informative/Explanatory Writing

ELEMENTS OF INFORMATIVE WRITING

TEACH Remind children that the purpose of informative or explanatory writing is to give information or explain something. One way a writer can give information or explain something is to include a **diagram**. Remind children that a diagram is a picture or a series of pictures. A diagram can include labels to tell what the pictures show. A diagram often has a title to tell what the diagram is about.

Review with children what they know about the diagram on pp. 56–57 in *The Life Cycle of an Apple Tree*:

- What does the diagram show?
- Does it have one picture or a series of pictures?
- Is the diagram mostly about words or pictures?
- How is the diagram different from the rest of the text? How is it like the rest of the text?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Help children identify the specific elements of the diagram in *The Life Cycle of an Apple Tree*.

Display the diagram. Ask children to point to and read the title. Discuss what purpose the title serves and why it is important.

How Apple Trees Grow

The title of a diagram tells what the diagram is about. Adding a title helps the reader know quickly what the diagram explains.

Point to the words in the circles and read them aloud. Ask children what purpose the words serve. Do children think the diagram would be easier or harder to understand if the words were not there?

seeds
young tree
blossoms
apples

Labels tell what the pictures show.
They give just enough information to help the reader understand the parts of the diagram.

Point out to children that the diagram, just like the whole book, shows how apple trees grow and change over time.

CONVENTIONS Use Nouns with Matching Verbs

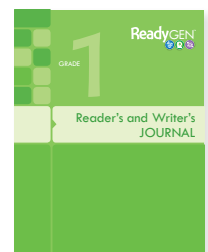
TEACH AND MODEL Remind children that in a sentence, a noun tells what the sentence is about and the verb tells action. The noun and the verb in a sentence have to match. A singular noun tells about one person, place, thing, or animal and needs a singular verb. A plural noun tells about more than one and needs a plural verb.

The life **cycle continues**.
New **trees grow**.


Cycle is a singular noun. It needs a singular verb: *continues*.
Trees is a plural noun. It needs a plural verb: *grow*.


APPLY Write the sentences above on the board. Ask children to identify the noun in the first sentence. Circle the noun. Then ask children to tell if the noun is plural or singular. How do they know? (singular, because it does not have an -s at the end) Ask children to identify the verb. Underline it. Point out that the verb *continues* is also singular. It tells about one cycle. Point out that singular verbs usually end in -s, just the opposite of singular nouns.

Repeat with the second sentence. Point out that plural nouns usually end in -s but plural verbs do not end in -s. Then have children rewrite the second sentence with a singular noun and verb: *A new tree grows*. For further practice, have children do the Lesson 4 activity on p. 217 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.  W.1.2

Draw and label pictures to create a diagram.  W.1.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children that a diagram can show a sequence of events, as the diagram in *The Life Cycle of an Apple Tree* does. Explain that when a writer decides to create a diagram, he or she has to decide what to put in each part of the diagram. The writer wants to make the diagram easy to understand. The writer does not want to include too much or too little information. Explain that together you will create a diagram that shows how the seasons change over the year.

DRAW A DIAGRAM Tell children that the diagram will show stages or steps, just like the diagram about how apple trees grow. The diagram will have a title. To begin, draw a simple tree with a trunk and branches on the board. Leave room to draw three more trees.

- **What should the title of our diagram be?** (Possible response: The Four Seasons) Write the title on the board.
- **How many boxes will our diagram have? Why?** (It will have four. There are four seasons in the year.) Draw a box around the first tree and then draw three more boxes.
- **How should we show spring on our diagram?** (Let children respond. Include, if children do not, small leaves and flowers on the tree.)
- **How will the tree change from spring to summer? What should we put in the second box of the diagram?** (Details should include bigger leaves, perhaps fruit. Children may want to include the sun.)
- **How will the tree change from summer to fall? What should we put in the third box of the diagram?** (Details should include falling leaves, some leaves still on the tree, piles of leaves on the ground. If you drew fruit in the summer box, children might suggest fruit on the ground.)
- **How will the tree change from fall to winter? What should we put in the last box of the diagram?** (The tree should be completely empty. Children may want to include snow falling or drifts on the ground.)

Point out that the completed diagram shows a cycle of seasons just like the diagram in the text shows the life cycle of an apple tree. Discuss with children whether they want to add labels to the diagram and if so, what the labels should say.

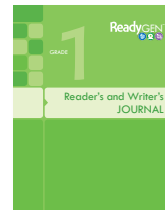


Independent Writing Practice

INTRODUCE Tell children that they will work in small groups to draw their own diagrams showing how an apple tree grows and changes. They will decide how many steps to show and what to include in each step. Divide children into small groups.

PLAN Have children spend a few minutes discussing what the steps of the diagram will be and who will draw each step. Have children look at all the text and photographs not just the diagram at the end, to plan their own diagram. Tell them that each child will draw one step of the diagram and then the group will put all the pictures together.

WRITE Have children draw detailed pictures showing the sequence of steps in the life cycle of an apple tree. Children should draw their pictures on p. 220 of the *Reader's and Writer's Journal*. When each child in a group has finished his or her individual drawing, ask the group to put their pictures in the correct order.



USE TECHNOLOGY If possible, let groups scan their drawings or take digital photos of them. Reduce the digital images so that they all fit on one page and print a copy for each group member. Children can use the printed diagram to write about the sequence of steps in Lesson 5.

Writing Wrap-Up



Have groups share their diagrams. As children share, ask them to talk about the steps in complete sentences using time order words. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

WRITING Help children understand the task they are assigned in their group. Turn to the corresponding pages in the text to review what happens in that stage. Ask questions to help children understand what their drawing should include: *This is the last step. What does the tree look like now? What do you see on the tree?*

STRATEGIC SUPPORT

WRITING Monitor children's progress to make sure their drawings include enough detail to fully show the stage they have been assigned. If children have not included enough, help them find the pages in the book that show their stage. Encourage them to make their drawings detailed like the photographs.

**LESSON 5
OBJECTIVE**

Understand the connection between ideas in a text.

**READING
OBJECTIVES**

Connect ideas in text. RI.1.3

Answer questions with text-based evidence during a close reading.



Read Anchor Text

Build Understanding

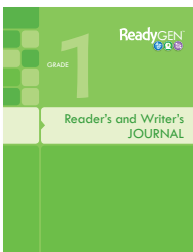
INTRODUCE Explain that today children will revisit *The Life Cycle of an Apple Tree*. They will study ideas in the text and understand the relationship between them. As they read, have children focus on the Enduring Understanding: *Readers understand the connection between multiple pieces of information in a text.*

**LESSON 5
FIRST READ**

Explore the Text

ENGAGE CHILDREN Have children page through *The Life Cycle of an Apple Tree* in the *Text Collection*. Review the main idea and identify a few key details that support this main idea. Have children answer the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY Tell children to look for ideas in the text of *The Life Cycle of an Apple Tree* that may be connected. Use the **Independent Reading Routine** on pp. TR40–TR43. After reading, discuss the questions below.

- What ideas did you find?
- How are these ideas connected?
- What questions do you have?

Have children use p. 212 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 5
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 46–47 and 52–53 of *The Life Cycle of an Apple Tree*. Use the following questions to lead the discussion.

- On page 46, the text says “Apple seeds need sunlight, soil, water and warmth. Then they sprout and grow.” What do you think would happen if an apple seed did not get sunlight? (It wouldn’t sprout and grow.)

Key Ideas and Details

- How does the photograph help the reader understand the difference between sprouting and growing? (The photograph shows both things: a seed sprouting, or opening up, and the plant growing, or getting bigger.) Which happens first, sprouting or growing? (sprouting) **Craft and Structure**
- On page 53, what does the text say happens to the apples that fall on the ground? (They rot and the seeds come out.) After that happens, what begins again? (the life cycle of the apple tree) **Key Ideas and Details**
- How do you know the photograph on page 53 was taken late in the fall? (The apples are red and some of them are on the ground. The text says that in the fall, apples turn red and some fall to the ground.) What can you learn from the photograph that you don’t learn from the text? (Possible responses: what leaves on an apple tree look like, the size of the apples) **Integration of Knowledge and Ideas**
- Why do you think the author used photographs instead of drawings to show the life cycle of the apple tree? (Photographs show exactly what apples and apple trees look like, so a reader is able to get a true picture.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Explain the phrase *turn red* to children. Tell them that the word *turn* has many meanings. In this case, the word *turn* means “become.” The apples become red. Remind children that readers should use the meaning of the words and sentences around a multiple-meaning word to help them understand the meaning each time.

STRATEGIC SUPPORT

TEXT STRUCTURE Create a circle graphic if children need help understanding the life cycle of the apple tree. Point to the matching place on the circle as you explain how the seeds grow into trees, trees produce apples, the apples rot, and seeds grow again. Now repeat the explanation as children indicate the point on the circle you are describing. Then have children explain the process.

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts.



Connect two ideas in a text.



BENCHMARK VOCABULARY

- grow, p. 44

Focused Reading Instruction

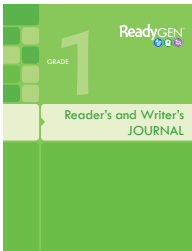
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *The Life Cycle of an Apple Tree*, p. 44, with the word *grow*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *grow*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word in a sentence on p. 214 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Have children go back to the photographs and text on p. 52 to discuss how apples look when they are growing on a tree. Pose the following question to children: *What surprised you about the life cycle of an apple tree?* Use the **Small Group Discussion Routine** on pp. TR28–TR31.

Tell children to ask and answer questions about what a speaker says in order to learn more information or to make clear something that they didn't understand. Remind them to wait until the other speaker is finished before asking or answering questions. You may wish to provide a model through a think aloud, such as the following: *When we are having a discussion in a small group, I ask questions to make sure I understand. I also might ask if others agree or disagree with what I say.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Would you like to grow an apple tree? Why or why not?* (Possible responses: Yes, because then I could eat apples that I grew myself. No, because it would take too long for it to grow. It's easier to get apples from the store.)



See **Routines** on pp. TR20–TR67.

Reading Analysis

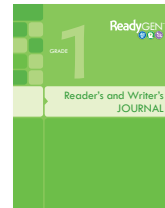
CONNECT IDEAS Tell children that when authors write informational texts, they often write about ideas that are connected. For example, in *The Life Cycle of an Apple Tree*, the author writes “flower blossoms turn into fruit.” Flower blossoms and fruit are connected because one becomes the other. Readers can look for connections between ideas as they read.

CITE TEXT EVIDENCE Have children look at pp. 46–47 and pp. 52–53 in *The Life Cycle of an Apple Tree*.

- **How are the words *soil* on page 46 and *ground* on page 53 connected?** (Soil is in the ground. The ground is made up of soil and other things.)
- **How are an apple rotting and the seeds coming out connected?** (When the apple rots, it causes the seeds to fall out on the ground.)
- **How are the ideas of “ripe apples” and “ready to be picked” on page 52 connected?** (They happen at the same time. When an apple is ripe, it is ready to be picked.)

Independent Reading Practice

LANGUAGE ANALYSIS: CONNECT IDEAS Have children work independently to complete p. 219 in their *Reader's and Writer's Journal*. Children should sort the words from *The Life Cycle of an Apple Tree* by whether they are about what an apple tree needs or about the parts of an apple tree. Children should then draw either an apple tree's needs or an apple tree's parts.



WRITING IN RESPONSE TO READING Have children work independently to complete p. 216 of their *Reader's and Writer's Journal*. Children should write what the connection is between *sprout* and *grow* (p. 46).



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways the ideas in the text are connected. Use the **Independent Reading Routine** on pp. TR40–TR43.

INDEPENDENT

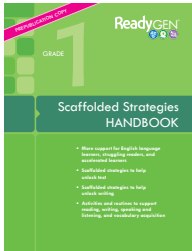
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVE

Understand connections between ideas in an informational text.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how ideas in *The Life Cycle of an Apple Tree* are connected,

then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Tell children you will read words to find connections. Have them read aloud p. 46 with you. **What are the four things apple seeds need to grow?** (sunlight, soil, water, warmth) **These words are connected because they are all things an apple tree needs to grow.** Now have children read aloud pp. 48–49. **What are the parts of an apple tree?** (trunk, branches, leaves, blossoms) **How are these words connected?** (They are all part of an apple tree.) Have children draw a picture and explain the words' connections in their own words to a partner.

CLOSE READING WORKSHOP

REVISIT *The Life Cycle of an Apple Tree* Read aloud p. 52. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1 **What clues can you find in the text that show you what kind of a connection there is between apples in the summer and apples in the fall?** (The text tells me that apples grow all summer and turn red in the fall. Then they are ripe and ready to be picked. This tells me that apples in summer are not red and not ripe, like apples in the fall, but they are still apples.)
- 2 **What questions do you have about this part of the story?** (Possible responses: Do all apples turn red in the fall? Do some apples get ripe in summer?)
- 3 **How does the information in the photograph help you understand the text?** (It shows what apples look like when they are ripe.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how ideas in *The Life Cycle of an Apple Tree* are connected,

then...extend the Reading Analysis lesson by having them show connections by drawing an apple tree.

READING ANALYSIS

Have children draw a picture of an apple tree showing connected ideas from the text. Children can include the needs and parts of an apple tree, but they also can include other ideas in the text that are connected to an apple tree, such as apples that fall from the tree and rot. Invite children to add any other ideas about apple trees that they know from their own experiences. Have children discuss the following questions:

- **What ideas did you include in your drawing?** (Answers will vary.)
- **How are your ideas connected to an apple tree?** (Answers will vary.)
- **What other ideas about apple trees can you add that were not included in the text?** (Answers will vary.)

When finished, children should explain their drawings to a partner, telling about the connections they drew.

WRITING OBJECTIVES

Understand steps in a process. © W.1.2

Use present-tense verbs. © L.1.1.e

Writing

Informative/Explanatory Writing

PRESENT STEPS IN A PROCESS

TEACH Explain to children that writers sometimes write informative texts about actions that happen in a certain order. They may organize the text by listing the steps in the order in which they happen. The text will list what happens first, second, third, and so on. Sometimes the steps are numbered, but many times words such as *first*, *next*, *then*, and *finally* tell the reader the order of the actions.

Writers of texts that present steps in a process often include pictures or diagrams that help the reader understand the process. Diagrams may show a simpler, shorter version of the explanation in the text. Pictures often add additional information.

- Are the steps numbered?
- How many steps are there?
- What is the first step in the process?
- How do the pictures help you understand the order of the steps?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer explains the steps in the process of the life cycle of an apple tree.

Display pp. 46–47 and read it aloud.

Apple seeds need sunlight, soil, water and warmth. **Then** they sprout and grow.

The word *then* shows the order in which the steps happen.

Display the diagram on pp. 56–57 and read the words aloud.

seeds young tree blossoms apples

The writer includes a diagram to give the reader a simpler version of the steps in the process.

Remind children that writers provide information in both the pictures and text. Tell them that the writer of *The Life Cycle of an Apple Tree* organized her text as a sequence of steps, and they can do it too.

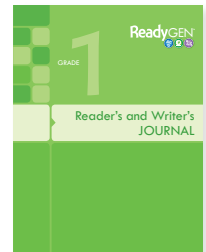
CONVENTIONS Use Present-Tense Verbs

TEACH AND MODEL Remind children that verbs can tell about an action that is happening right now. A verb that tells about an action that is happening right now is in the present tense.


Apple trees **grow** from tiny apple seeds.


The verb **grow** tells about apple trees that are growing from tiny apple seeds right now.

APPLY Ask volunteers to describe something that is happening right now, using complete sentences. Write the sentences on the board and have children point out the verb in the present tense. Then have children write their own sentence describing an action in the present. For further practice, have children do the Lesson 5 activity on p. 217 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.  W.1.2

Write steps in a process.  W.1.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Display pp. 20–21 of *Elephants and Their Calves*. Remind children that they read this text in Unit 1. Explain that the diagram labeled “Watch Elephants Grow” shows in pictures the sequence of steps in the life of an elephant. The pictures show how an elephant grows and changes over 20 years. Explain that together you will use the pictures in that diagram as you write about steps in a process.

WRITE STEPS IN A PROCESS Tell children that you can use the pictures in the diagram along with information they remember from the text to write words that tell the steps in the life of an elephant. Write the list of steps on the board for children’s future reference.

- Look at the first picture in the diagram. Read the word under the picture. What is the first step in the life of an elephant? (The elephant is born.) We can write that as Step 1.
- Now look at the second photograph in the diagram. What has changed about the elephant since the first photograph? (The elephant has grown bigger, and it is starting to grow tusks.) We can add “The elephant grows tusks as it gets bigger” as Step 2

Have children study the final two pictures in the diagram and offer information about how the elephant has grown and changed at each stage of its life. Number each step as you write it.



Independent Writing Practice

THINK Review that in Lesson 4 children drew pictures for a diagram to show the sequence of steps in the life cycle of an apple tree. Working in small groups, have children take out the diagram pictures they created. Tell children to discuss what happens in each step before they begin to write.

FORMATIVE ASSESSMENT Based on their discussions, have children use their life cycle diagrams from Lesson 4 to write the steps in the life cycle of an apple tree. Make sure that every child in the group has the opportunity to write about a picture. Remind children to use present-tense verbs in their writing.

USE TECHNOLOGY If the technology is available, help children photograph the images from their diagrams and insert them into a word processing program. Have children use the model of the diagram on pp. 56–57 of *The Life Cycle of an Apple Tree* as they lay out the pictures. Then guide them as they type each step in the life cycle of an apple tree as a caption or text box for one of their diagram pictures.

Writing Wrap-Up



Ask volunteers to share their diagrams with the class. Each group can appoint a spokesperson to explain the steps in the group's life cycle. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

WRITING Children may have difficulty translating information from the pictures in the diagram to words on the page. If children are literate in another language, allow them to write the life cycle steps in the language they are most comfortable using.

STRATEGIC SUPPORT

WRITING If children struggle with writing about the steps they have drawn in the diagram, have them explain what is in each picture before they begin to write. Then give them a list of words they may want to use in their writing. Help them choose appropriate words as they begin to write.

**LESSON 6
OBJECTIVE**

Use illustrations and details in an informational text to describe its key details.  **RI.1.7**


**READING
OBJECTIVES**

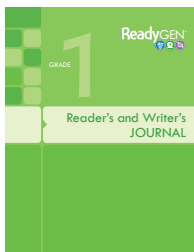
Use illustrations and details to understand an informational text.

 **RI.1.7**

Answer questions with text-based evidence during a close reading.

 **RI.1.1**

 See Text Complexity Rubrics on pp. TR83–TR86.



Read the Text

Build Understanding

INTRODUCE Tell children that today you will begin reading another informational text about plants growing over time titled *How a Seed Grows*. They will learn the things seeds need to grow into plants and observe the steps in the process of growing healthy bean plants. Have children focus on the Enduring Understanding: *Writers understand that facts and details help explain information to others.*

**LESSON 6
FIRST READ**

Explore the Text

ENGAGE CHILDREN Introduce the book *How a Seed Grows* to children. Have them look at the cover and discuss what the child in the illustration is doing. Have children page through the text and tell what they see happening in the illustrations. Explain that as children listen to and read this informational text, they will continue to answer the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD For this first reading, read aloud the entire text of *How a Seed Grows* except the experiment on the last page. As you prepare to read, encourage children to look closely at the illustrations and think about the details the author uses to support her key ideas. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- What did you read about how plants grow?
- What did you learn from the illustrations?
- What questions do you have?

Have children use p. 221 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 6
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 3–9 of *How a Seed Grows*. Use the following questions to lead the discussion.

- What kind of a plant is a seed? What does the text on page 3 tell us? (A seed is a little plant that has not started to grow.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** The text on page 3 says, “Apple trees and daisies, carrots and corn, clover and wheat, all grow from seeds.” What is *clover*? (a plant that grows from seeds; a small plant with flowers and green leaves)
- Look at the close-up picture of the tree seed on page 4. What fact does the writer share about the seed? (Someday the tree seed will be a tree.) What does this fact explain to others? (It explains what happens over time when a tree seed grows.) **Integration of Knowledge and Ideas**
- Look at the picture on page 5 that shows what the tall flower looked like before it grew. What do readers learn about the picture from the text? (A flower seed grows and becomes a flower.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Read the text on page 8. What is a *bean seed*? (a seed that grows very fast and becomes a bean plant in just a few weeks)
- How are bean seeds different from oak tree seeds? (Oak tree seeds grow slowly, but bean seeds grow fast. Oak tree seeds take a long time to grow into oak trees, but bean seeds become bean plants in just a few weeks.) **Integration of Knowledge and Ideas**
- If you plant bean seeds yourself, what are some choices you have to make? (You can use pole beans, bush beans, or lima beans. You can plant the seeds in eggshells, tin cans, old cups, or little flowerpots with holes in the bottom.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

ILLUSTRATIONS Use the illustrations to help children understand key ideas. For example, on p. 4, say: *Point to the tree seed. The seed grows. Time passes. Show me what happens.* Follow this prompting with the flower seed on p. 5.

STRATEGIC SUPPORT

ILLUSTRATIONS If children have difficulty using illustrations to describe key ideas, provide more practice. Say: *Find a flower seed. Show me what happens when a tree seed grows. Find a seed that grows slowly. Show me where you might plant bean seeds.*

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts.



Use illustrations and details to describe key ideas.



BENCHMARK VOCABULARY

- plant, p. 3
- eggshells, p. 9
- bottom, p. 9

Focused Reading Instruction

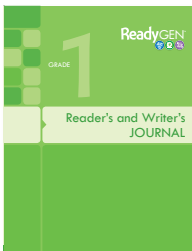
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *How a Seed Grows*, pp. 3–9, with the words *plant*, *eggshells*, and *bottom*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *plant*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the words *eggshells* and *bottom*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 223 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 3–9 to discuss different kinds of seeds, how they grow, and what seeds they would like to plant. Remind partners to speak one at a time. Use the **Paired Discussion Routine** on pp. TR20–TR23.

You may wish to provide a model through a think aloud, such as the following: *A seed is really just a little plant that hasn't started to grow yet. There are so many kinds of seeds. Tree seeds grow into trees, but it takes time. Flower seeds become flowers. I'd like to plant corn seeds. Over time, the corn seeds will become corn plants. Then I can eat corn-on-the-cob every day!*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Would you rather plant flower seeds or bean seeds? Why?* (Possible responses: I would rather plant flower seeds because when they grow, the flowers would look pretty. I would rather plant bean seeds because when they grow, I could eat the beans.)



See **Routines** on pp. TR20–TR67.

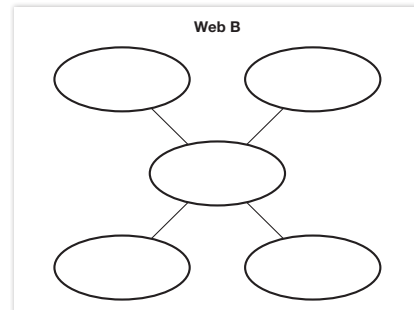
Reading Analysis

USE DETAILS Remind children that details are bits of information writers use to tell about key ideas. Explain that good readers look for details in the illustrations and in the text to describe key ideas.

As a group, identify a key idea on pp. 3–9 of *How a Seed Grows*. Use a web similar to the one shown. Write the key idea in the center circle, for example, “You can plant bean seeds.” Model describing the key idea by pointing out details in the illustrations and in the text. Record the details in the outer circles.

CITE TEXT EVIDENCE Have children use illustrations and text details to answer questions about the key idea.

- What kinds of bean seeds can you plant?
- What do the different bean seeds look like?
- Where can you plant bean seeds?
- What happens when bean seeds grow?



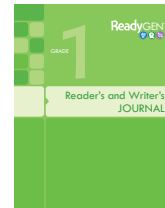
Independent Reading Practice

READING ANALYSIS: USE DETAILS Have children work independently to draw and label two pictures: one that shows a seed and another that shows what happens over time when the seed grows. Tell them to refer to pp. 4–8 in their books for details. Children can use their drawings to describe the key idea to a partner.

WRITING IN RESPONSE TO READING Have children work on p. 225 of their *Reader's and Writer's Journal*. Have children tell if they would like to plant an oak tree seed.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections between different pieces of information. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up

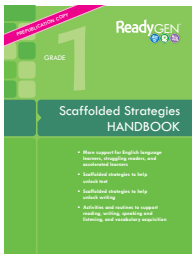


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Use illustrations and details to describe key ideas.  RI.1.7

Answer questions about informational text.  RI.1.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to use illustrations and details to describe key ideas from *How a Seed Grows*,
then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help children find details for their drawings by asking questions about the text, such as: **What does the close-up illustration show? What does the text say about this illustration? What does the large illustration show? What does the text say about this illustration?** Then guide children to identify the key idea by using a sentence frame: **A _____ seed grows and over time becomes a _____.**

CLOSE READING WORKSHOP

REVISIT *How a Seed Grows* Read aloud the text and talk about the illustrations on pp. 6–7. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** **What clues can you find in the text and the illustrations that tell how an oak tree seed grows?** (The text says, “Some seeds grow slowly. These are the seeds of an oak tree.” The illustrations show oak tree seeds and a big oak tree.)
- 2** **What questions do you have about this part of the text?** (Possible responses: Why doesn’t the text and illustration follow the pattern on pp. 4–5? Why is a family included in the illustration of the oak tree? How many years does it take for an oak tree seed to become a big oak tree?)
- 3** **What is the key idea on these pages? Use details from the text and illustrations to support your answer.** (Possible response: After growing very, very slowly for a long time, an oak tree seed becomes an oak tree.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to use illustrations and details to describe key ideas from *How a Seed Grows*,

then...extend the Reading Analysis lesson by having them design a seed catalogue.

READING ANALYSIS

Help children recall that Miss Rumphius sent for lupine seeds from a seed catalogue. Explain that gardeners often use seed catalogues to order seeds they want to plant. Tell children that a seed catalogue can show buyers what seeds look like and what kind of plant the seed will produce. Have children design a seed catalog that offers tree seeds, oak tree seeds, flower seeds, and bean plant seeds for sale. Suggest they use pp. 4–8 of *How a Seed Grows* as a reference. Have children keep the following questions in mind as they work:

- How will you describe the seed? What details will you show in the picture? What details will you write about the seed?
- How will you show what happens when the seed grows? What details will you show in your illustration? What details will you write about the tree, flower, or plant?
- Where will you include the price?
- Will you add a cover with your company name?

Children may want to continue the project by researching other seeds mentioned on p. 3 in *How a Seed Grows*.

WRITING OBJECTIVES

Understand that adding details strengthens informative writing.



Identify details that strengthen writing.



Use verbs to convey a sense of the future.



Writing

Informative/Explanatory Writing

USE FACTS TO SUPPORT IDEAS

TEACH Explain that writers of informational text use facts and details to support their key ideas. The facts and details tell about the topic or about a main idea.

Writers of informational text want to teach something to readers. They write facts, or pieces of information that you can prove are true. They help readers understand facts by adding details that make their writing strong. The details may be examples or definitions. Details may tell readers how things look or how long things take.

Review with children some facts and details they have learned about seeds.

- What kinds of seeds can you plant?
- How long does it take seeds to grow?
- What facts do these details help readers understand?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer uses details to help readers learn facts about seeds. Display p. 3 of the *How a Seed Grows* and read aloud the text.

A seed is a little plant. It is a plant that has not started to grow. Apple trees and daisies, carrots and corn, clover and wheat, all grow from seeds.

The writer adds details to help readers better understand the fact that a seed is a little plant. The details tell what a seed is. The details give examples of plants that grow from seeds.

Display p. 8 and read the text aloud.

Some seeds grow fast. This is a bean seed.

It grows **very** fast. It grows so fast that it becomes a bean plant **in just a few weeks**.

The writer adds details that help readers understand the fact that bean seeds grow fast. The details tell how long it takes a bean seed to grow and become a bean plant.

Explain to children that in many informational texts readers can find details in the illustrations as well as in the text to help them understand what they are reading. Together, talk about how the text and illustrations on p. 9 work together to describe the key idea: You can plant bean seeds yourself.

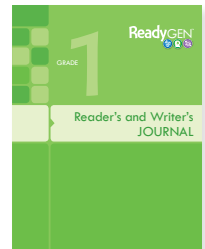
CONVENTIONS Use Future-Tense Verbs

TEACH AND MODEL Remind children that verbs are words that can tell about action that will happen in the future.


Soon the seed **will grow** so fat that its skin **will pop** off.

Verbs can tell about the future. The word **will** shows that the verb is about the future.

APPLY Have children dictate complete sentences about something that will happen at school tomorrow. Write the sentences and have children identify the verbs. Have them tell when the action happens: now, in the future, or in the past. Then have children write two complete sentences about something that will happen in the future. For further practice, have children do the Lesson 6 activity on p. 227 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.  W.1.2

Write a fact to support ideas.



Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Tell children that when we write to teach something, it is important to know the difference between a fact and an opinion.

- **Fact**—Tell children that a fact is a piece of information that you can prove is true. *A shoot grows toward the sun.* This is a fact. You can prove it is true by checking it out. You can check it in a book or other text. You can prove it is true by doing something yourself, such as observing, weighing, or measuring. You can ask an expert, or someone who has the background to know if it is true.
- **Opinion**—Explain that an opinion is a person's belief, way of thinking, or judgment. *Everyone should plant seeds.* This is an opinion. You cannot prove it is true. You cannot call an opinion right or wrong.

Revisit pp. 3–9 in *How a Seed Grows*. Have children identify facts the writer included. List their responses. Talk about how each fact could be proved true. Discuss any opinions children suggest and guide them to recognize why they are not facts.

Have children recall that good writers understand that facts and details help explain information to others.



Independent Writing Practice

FIND FACTS Have partners read pp. 28–31 of *How a Seed Grows*. Have them list facts they read in the text. Suggest pairs talk about ways they would check each fact to prove it is true.

WRITE Tell children that today they will return to their writing on the life cycle of a tree that they started in Lesson 5. Remind them that the author of *How a Seed Grows* included many facts about seeds in the book. Tell children that just like the author, they will add a fact to their writing about how seeds grow. Encourage children to refer to *How a Seed Grows* and to their list of facts. Remind children to check their writing to make sure they are using present-tense and future-tense verbs correctly.

USE TECHNOLOGY Have children revisit books that contain a fact box feature, such as *Supermarket* and *Goods and Services*. If available, have children use tablets or a computer with art tools to design a fact box for their fact about how seeds grow. They can add their fact box feature to their writing about the steps in the life cycle of a tree.

Writing Wrap-Up



Ask volunteers to share their facts with the class. Ask the class to name ways each fact could be proved true. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FIND FACTS Use the sentence and illustrations on p. 29 to demonstrate how to write facts. Write and display: *A seed needs soil. A seed needs water. A seed needs sun.* Read each sentence and have children repeat the fact. Then have them choose one fact to write for Independent Writing Practice.

STRATEGIC SUPPORT

FIND FACTS For children who need support to find a fact, read aloud p. 29. Ask: *How can we use the text “It needs soil” to write a fact about a seed?* (A seed needs soil.) Continue with “and water” (A seed needs water.) and “and sun.” (A seed needs sun.)

LESSON 7 OBJECTIVE

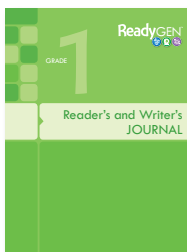
Compare two informational texts on similar topics.



READING OBJECTIVES

Identify key details in a text. RI.1.7

Answer questions with text-based evidence during a close reading.



Read the Text

Build Understanding

INTRODUCE Explain that today children will revisit both *The Life Cycle of an Apple Tree* and *How a Seed Grows*. They will be comparing the texts and describing connections. As they make their connections, have children focus on the Enduring Understanding: *Learners understand growth happens over time and that each part of an organism contributes to this process.*

LESSON 7 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children browse *The Life Cycle of an Apple Tree* in the *Text Collection* and use the photographs to briefly tell what they learned. Repeat this procedure with the illustrations in *How a Seed Grows*. As they work through the lesson, help children focus on the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER Have small groups of children read together pp. 44–47 in *The Life Cycle of an Apple Tree* and pp. 3–7 and pp. 28–31 in *How a Seed Grows*. Tell children to pay attention to how the text and pictures in the two books are alike and different. Use the **Shared Reading Routine** on pp. TR36–TR39. After reading, discuss the questions below.

- What did you read about in both books?
- What did you learn about seeds?
- What questions do you have?

Have children use p. 221 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 7
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 44–47 of *The Life Cycle of an Apple Tree* and pp. 28–29 of *How a Seed Grows*. Use these questions to lead the discussion. Begin with *The Life Cycle of an Apple Tree*.

- To help children focus on the Enduring Understanding, ask: *When you plant apple seeds, what grows over time? What does the text on page 44 tell us?* (Apple trees grow from tiny apple seeds.) **Key Ideas and Details**
- *What do the words and photo on pages 44–45 tell us about apple seeds?* (Apple seeds are tiny and dark-colored. You can find apple seeds inside apples.) **Craft and Structure**
- *What do apple seeds need to grow?* (Apple seeds need sunlight, soil, water, and warmth.) **Key Ideas and Details**
- *What happens when apple seeds get everything they need to grow?* (Apple seeds sprout and grow.) **Integration of Knowledge and Ideas**
- *What do you learn about apple seeds from the photograph on page 47 that you didn't learn from the text?* (Possible responses: Apple seeds grow, or sprout, out of the soil. The plants grow up toward the sun. Next, the leaves grow.) **Craft and Structure**
- *What does the text on pages 28–29 of How a Seed Grows tell us about a seed?* (A seed needs many things to grow. It needs soil and water and sun.) **Key Ideas and Details**
- *What do seeds need to grow? Think about what you learned in the two books. How are the ideas alike?* (Both books say that seeds need soil, sun, and water to grow.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Use the photo on p. 47 of *The Life Cycle of an Apple Tree* to help children learn the meaning of “sprout.” As you point to the photo, say: *The seed grows. The seed comes up through the soil. The seed sprouts and grows new leaves.* Then have children repeat as they point to the photo.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding how apple seeds sprout and grow, have them pretend to be apple seeds under the ground. Have children act out growing up through the soil and sprouting new leaves.

READING OBJECTIVE

Connect ideas
from two books on
a similar subject.



Focused Reading Instruction

Text-Based Conversation



COLLABORATE Have children go back to the pictures and text on pp. 46–47 of *The Life Cycle of an Apple Tree* and pp. 28–29 of *How a Seed Grows*. Based on what they have learned, have children discuss specific places where they would plant bean seeds in the classroom or on the school grounds. Remind them to consider what seeds need to grow as they discuss their options. Use the **Whole Class Discussion Routine** on pp. TR24–TR27.

Tell children to listen closely to each speaker's ideas during the discussion. Encourage them to wait their turn and then politely ask the speaker questions about comments that they don't understand or that are confusing. Remind them to thank the speaker for responding.

You may wish to provide a model through a think aloud, such as the following: *When we are having a group discussion, listen closely to the speaker. What is the speaker trying to tell us? Is the message clear? Do the comments make sense? If you are confused, wait until it is your turn. Then ask the speaker to explain the ideas that you didn't understand. Remember to be polite and thank the speaker for the help.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *If someone wanted to learn about what seeds need to grow, which book would you tell them to read? Why?* (Possible responses: I would tell them to read *The Life Cycle of an Apple Tree* because it tells what seeds need and the photographs show what happens when real seeds grow. I would tell them to read *How a Seed Grows* because it shows pictures of each thing a plant needs to grow: soil, water, and sun.)



Reading Analysis

CONNECT IDEAS Tell children that two informational books on the same topic often include similar ideas. Good readers make connections between the two books. They think about the ideas and information in the books and notice which ideas are the same. Sometimes the same information is explained in both books, but it is easier to understand in one book than in the other.

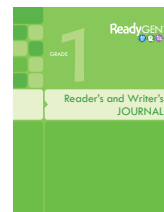
CITE TEXT EVIDENCE Have children revisit pp. 44–47 of *The Life Cycle of an Apple Tree* and pp. 28–31 of *How a Seed Grows*. Then discuss the following questions.

- Both books tell what seeds need to grow. How are the ideas alike?
- How are the photographs in *The Life Cycle of an Apple Tree* different from the illustrations in *How a Seed Grows*? What do you learn about seeds from each book's pictures?
- The text of *The Life Cycle of an Apple Tree* says, "Apple trees grow from tiny apple seeds." How is this idea described on page 31 of *How a Seed Grows*? What connection can you make?

Independent Reading Practice

READING ANALYSIS: CONNECT IDEAS Have children work independently to draw and label a picture that shows what seeds need to grow. Have them use the text and the pictures in both books for ideas. When they are finished, children can show a partner the places in each book where they got information for their drawing.

WRITING IN RESPONSE TO READING Have children complete p. 225 of their *Reader's and Writer's Journal*. Read the prompt aloud, and then have children write to tell what you can find inside apples. Children can look at pp. 44–45 of *The Life Cycle of an Apple Tree* for help.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to connect information in different books. Use the **Independent Reading Routine** on pp. TR40–TR43.

INDEPENDENT

Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

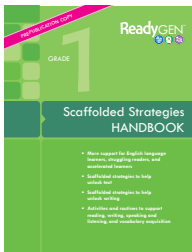
READING OBJECTIVES

Connect ideas from two books on a similar subject.

RI.1.9

Demonstrate fluency through oral reading.

RF.1.4b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to connect ideas from two books,

then...use the Reading Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children echo read p. 46 from *The Life Cycle of an Apple Tree*. Pause after each element seeds need to grow so that children can echo. Then display this sentence frame and have children complete it: *Apple seeds need _____, _____, _____, and _____ to grow.*

Next, have children echo read pp. 28–29 of *How a Seed Grows*, again pausing after soil, water, and sun for children to repeat. Write this sentence frame and have children complete it: *A seed needs _____, _____, and _____.* Guide children to compare the two sentences. Ask: *What will you draw in your picture to show what seeds need to grow? How will you show sun? Soil? Water? Where will you get this information?* Lead children to conclude that the information will come from ideas from both books.

ORAL READING

RATE Explain that reading at the appropriate rate means reading at the right speed—not too fast and not too slow. Have children follow along as you read aloud a passage from *The Life Cycle of an Apple Tree*. Model reading at an appropriate rate. Have children read the same passage aloud. Encourage them to pay attention to the speed at which they read. Have children read the passage three or four times for optimal results. As they read aloud, monitor their progress and provide feedback.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to connect ideas from two books, **then...**extend the Reading Analysis lesson by having them create a new page for *How a Seed Grows*.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children revisit pp. 4–5 of *How a Seed Grows*. Have them examine and discuss the illustrations and text. Ask:

- Is a close-up picture in a box the best way to show a seed? Why or why not?
- What do you notice about the picture on the rest of the page? How does it connect to the seed?
- Why do you think the author used the word “someday” to start the sentence about what the seed will be?

Then have children create a new page for *How a Seed Grows*. Have them revisit *The Life Cycle of an Apple Tree*. For the new page, ask children to connect ideas from the two books to show an apple seed and what it will be someday. Explain that they should follow the same art and text pattern they see on pp. 4–5 of *How a Seed Grows* for their new page. Children can clip the new page to p. 5 and read it each time they read *How a Seed Grows*.

ORAL READING

RATE Explain that reading at the appropriate rate means reading at the right speed—not too fast and not too slow. Have children follow along as you read aloud a passage from *The Life Cycle of an Apple Tree*. Model reading at an appropriate rate. Have children read the same passage aloud. Encourage them to pay attention to the speed at which they read. Have children read the passage three or four times for optimal results. As they read aloud, monitor their progress and provide feedback.

WRITING OBJECTIVES

Introduce opinion writing. © W.1.1

Identify characteristics of writing an opinion. © W.1.1

Use verbs *is* and *are* correctly. © L.1.1.c

Writing

Opinion Writing

WRITING AN OPINION

TEACH Explain that writers share opinions on many topics. An **opinion** tells how the writer thinks or feels. It is something the writer believes but cannot prove is true. Point out that an opinion cannot be called right or wrong. An opinion is just not a provable fact.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

PURPOSE A writer's purpose for writing an opinion may be to get the reader to agree with the writer's opinion. A writer's reason may be to convince the reader to do something—to take an action.

SUPPORT Explain that a writer must give reasons for an opinion. They must support their opinions with:

- facts
- details
- examples
- descriptions

Point out that if children are writing an opinion about a book, then using text evidence in their reasons will make the opinion stronger.

OPINION WORDS Tell children that **opinion words** are words that are clues that a statement is the writer's opinion. List some opinion words and then have children add to the list. For example:

- *must, should, best, worst, most, too much, beautiful, great, interesting, fun*
- Adjectives ending in *-est*: *cutest, tastiest, friendliest, nicest*

Continue by listing phrases that cue a writer's opinion.

- *in my opinion, I believe, I think, I feel, I would say, take my advice, you need to, make sure you, you should, you ought to*

Tell children that writers often use opinion words and phrases when they state the opinion and again when they wrap up their opinion piece. Explain that opinion words can make opinion writing stronger.

Display the opinion word lists in a place in the classroom where children can easily refer to them.

CONVENTIONS Use Verbs *is* and *are*

TEACH AND MODEL Remind children that a noun names a person, place, thing, or animal. Then point out that the words *is* and *are* are verbs, even though they do not tell about actions. Explain that the verb *is* tells about one person, place, thing, or animal. The verb *are* tells about more than one noun.

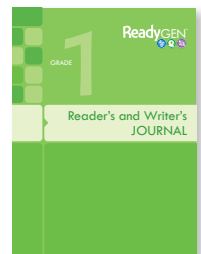
A **seed** **is** a little plant.

Now your bean **seeds** **are** bean plants.


The verb *is* tells about a seed. The verb *is* tells about one noun.

The verb *are* tells about seeds. The verb *are* tells about more than one noun.

APPLY Write these subject nouns and have children complete the sentences using *is* or *are* as the verb. *One tree ____.* *Two trees ____.* *A flower ____.* *The flowers ____.* Have children explain their reasoning. Then have children suggest singular and plural nouns. List their suggestions. Have children use the nouns on the list to write one sentence with *is* and another with *are*. For further practice, have children do the Lesson 7 activity on p. 227 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared opinion writing task.  W.1.1

Write an opinion on a book preference.



Opinion Writing

SHARED WRITING

PREPARE TO WRITE Remind children that writers share opinions on many topics. Explain that writers also write opinions about books they have read. Use the steps below to guide children through the process of writing an opinion piece about a book.

- **Name the Book**—Have children name informational books the class has read in earlier modules. List their responses. Children can vote on one to use as a model.
- **State an Opinion**—Encourage children to share opinions about the book. To begin, ask questions, such as: *Do you think this book was interesting or useful? Would you tell a friend to read this book? Which picture did you like best? What should everyone know about the book?* Suggest children refer to the list of opinion words to state an opinion. Remind them to use a complete sentence. Record the responses.
- **Support the Opinion**—Ask children to give at least one reason for the opinion. Revisit the book and work together to locate text evidence to support the opinion. *What facts can you find? What details do you notice in the text and the pictures?* List the reasons.
- **Close the Writing**—Encourage children to use opinion words to wrap up their writing. They may want to tell their readers to do something, such as check the book out of the library or download the e-book. Remind them to be polite.



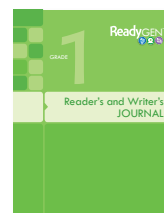
Independent Writing Practice

BRAINSTORM Have children revisit *The Life Cycle of an Apple Tree* and *How a Seed Grows*. Browse the pictures and text together. Encourage children to talk about what they like about each book. Record their responses.

CHOOSE Have children select the book they like better: *The Life Cycle of an Apple Tree* or *How a Seed Grows*.

WRITE Have children write an opinion about the book they selected. Ask them to begin their work on p. 230 of their *Reader's and Writer's Journal*. Remind children to write complete sentences. Encourage them to use opinion words in their opinion statement and text evidence in their supporting statement. As they work on the final copy of the opinion piece, remind children to:

- name the book
- state an opinion
- support the opinion
- close the writing
- use the verbs *is* and *are* correctly



USE TECHNOLOGY Have children send their opinion piece in an e-mail to a friend if the technology is available.

Writing Wrap-Up



Ask volunteers to share their opinions with the class. Encourage children to tell whether or not they agree with the opinion and why. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

OPINION WRITING Work with children to gain practice in identifying characteristics of an opinion. Read aloud a simple opinion piece. Highlight the statement of opinion and the supporting reason in different colors. Then ask: *What is the writer's opinion? What reason does the writer give for this opinion?*

STRATEGIC SUPPORT

OPINION WORDS If children find it difficult to use opinion words, provide sentence starters, such as the following: *I think the best ____.* *I believe the most ____.* *Please take my advice and ____.* *Make sure you ____.* Have children identify the opinion words and complete the sentences.

**LESSON 8
OBJECTIVE**

Use illustrations and details to describe key ideas in an informational text.

**READING
OBJECTIVES**

Use illustrations to aid in comprehending a text. RI.1.7

Answer questions with text-based evidence during a close read. RI.1.1

Read the Text

Build Understanding

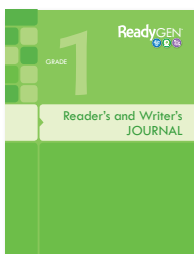
INTRODUCE Explain that today children will read *How a Seed Grows*. They will be looking carefully at the illustrations and details and using them to describe key ideas. Children will be answering questions using evidence from the text while focusing on the Enduring Understanding: *Learners understand that growth happens over time and that each part of an organism contributes to this process.*

**LESSON 8
FIRST READ**

Explore the Text

ENGAGE CHILDREN Have children look through *How a Seed Grows*. Ask them to tell how the illustrations on pp. 3–9 help the reader understand key details. Remind children of the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?* Use these questions to discuss how the writer explains what a seed is and how long it takes to grow. Encourage children to make connections between what they have read and what they already know about seeds.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER HOW A SEED GROWS Read the text of *How a Seed Grows*, up through p. 31. Have children read for the process of planting seeds. Use the **Shared Reading Routine** on pp. TR36–TR39. After reading, discuss the questions below.

- What key ideas and details did you read?
- What did you learn about how to plant a seed?
- What questions do you have?

Have children use p. 221 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 8
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 10–17 of *How a Seed Grows*. Use the following questions to lead the discussion.

- **What do the pictures on pages 10–11 show?** (They show how bean seeds can be planted in eggshells.) **How do the pictures help the reader understand the process of planting using eggshells?** (The illustrations show each step of the process.) **Craft and Structure**
- **How are the eggshells identified?** (They are numbered 1 through 12.) **Why are the eggshells numbered?** (Each day, different things happen to different seeds. The numbered shells keep track of which seed is which.) **Key Ideas and Details**
- **Look closely at the children on pages 13–17. How do they change in each picture?** (They are wearing different clothes.) **What detail does this change show?** (Time has passed while the children wait for the seeds to sprout. The children wear different clothes each day.) **Integration of Knowledge and Ideas**
- **If you wanted to try planting bean seeds, like the children in the book, what materials would you need?** (You would need eggshells, dirt, bean seeds, a pencil, water, an egg carton, and a sunny spot.) **How do you know what materials you would need?** (Some of the materials are mentioned in the text. Others are shown in the pictures.) **Key Ideas and Details**
- **What key ideas do the details on these pages share with the reader? Tell which details in the text support that key idea.** (There are many steps to planting bean seeds. The seeds take time to sprout.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

HOMOPHONES Discuss the homophones *whole/hole* with children. The word *hole* means an opening in something that is solid. Another word that sounds like *hole* is *whole*, which means all of something. Have children tell how the illustrations help the reader understand the definition of *hole*.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding the key ideas in this section of *How a Seed Grows*, have them look at pp. 10–17 as you ask clarifying questions, such as: *What is happening in the illustrations? What details from the text go along with the illustrations?*

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts.



Use illustrations and details to describe key ideas.



BENCHMARK VOCABULARY

- carefully, p. 12
- soaks, p. 16

Focused Reading Instruction

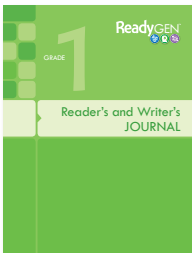
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *How a Seed Grows*, pp. 12–16, with the words *carefully* and *soaks*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *carefully*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *soaks*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 223 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 10–17 to discuss how the illustrations and details describe key ideas in the text. Pose the following question to children: [How do readers use illustrations to understand a text?](#) Use the **Small Group Discussion Routine** on pp. TR28–TR31.

Remind children to listen to each other's comments during the discussion and ask questions about anything that is said that they do not understand. Review that children should wait until the person speaking has finished before asking their question.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. [Do you think the text has enough illustrations? Why or why not?](#) (Possible responses: Yes, I think it has enough illustrations. It shows the steps of the process of planting seeds clearly. No, I think it needs more illustrations because I still have questions about what is happening in some places in the text.)



Reading Analysis

ILLUSTRATIONS Explain that illustrations can show details that are key to the main idea of the text. Illustrations can help a reader understand a detail that might sound complicated in the text. Sometimes an illustration shows a detail more clearly than the text can.

CITE TEXT EVIDENCE Have children look at pp. 10–17 in *How a Seed Grows*. Focus on the illustrations in this section.

- **What does the illustration on page 10 show?** (It shows how to fill the eggshell with dirt and make a hole in the dirt.) **How does this illustration help the reader?** (It shows how the eggshells look when they are filled with dirt. It shows what the hole in the dirt looks like.)
- **What key idea does the text and illustration on page 10 support?** (It shows the reader how to get the eggshell ready for the bean seed.)

Study the remaining illustrations in this section, asking children questions about how the illustration relates to the details presented in the text.

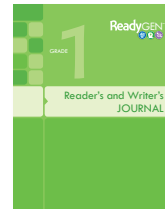
Independent Reading Practice

READING ANALYSIS: ILLUSTRATIONS Have children work independently to illustrate a detail that describes a key idea from the text on pp. 10–17. Children should write a sentence about their drawing.

WRITING IN RESPONSE TO READING Have children work independently to complete the prompt on p. 225 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to connect ideas in the text. Use the **Independent Reading Routine** on pp. TR40–TR43.




INDEPENDENT

Reading Wrap-Up



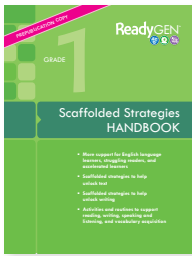
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Have children explain their opinion of how illustrations help readers understand a text. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Use illustrations to describe key details and ideas.  RI.1.7

Use text evidence to answer questions.

 RI.1.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to describe or illustrate a detail from *How a Seed Grows*,
then...use the Reading Analysis lesson in small group to help them.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

READING ANALYSIS

Help children understand how details and illustrations describe key ideas by asking questions, such as: **What detail have you chosen? What could you draw to show this detail?** As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: **Which key idea is supported by this detail? How does this detail support a key idea? Why is it helpful to a reader to show this detail with an illustration?** Have children draw pictures of a detail from *How a Seed Grows* and share how this detail supports a key idea to a partner.

CLOSE READING WORKSHOP

SLEUTH WORK Have children read “The Best Neighbor Ever” on p. 36 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES **What is the last sentence in the story? How does it connect with the beginning of the story?** (The last sentence says, “You’re the best neighbor ever.” At the beginning of the story, Mrs. Cook is described as “the kindest neighbor ever.”)

ASK QUESTIONS Have children think of questions they would ask Mrs. Cook about Dan and his family. Children can dictate a list of questions they would like to ask.

MAKE YOUR CASE Ask children to choose the best neighbor in the story. Have them read a paragraph from the story that shows why this person is the best neighbor.

STRATEGIC SUPPORT, CONTINUED

PROVE IT! Have children share their opinion of who is the best neighbor with a partner. Tell them to use evidence from the text to support their opinion. Have partners share opinions with the class.

After children discuss the Sleuth steps, direct them to pp. 228–229 of the *Reader's and Writer's Journal* to further explore “The Best Neighbor Ever.”



EXTENSIONS

MONITOR PROGRESS

If...children understand how to use illustrations to describe details in *How a Seed Grows*,

then...extend the Reading Analysis lesson by having them extend the story “The Best Neighbor Ever.”

READING ANALYSIS

Have children share the drawing of their detail from the text. Then explain that they will extend the passage “The Best Neighbor Ever” by writing and illustrating an event that shows Dan and Mrs. Cook helping each other. The event happens after Dan helps Mrs. Cook rake leaves. Before children begin writing the additional scene, have them identify the key idea of the passage. Then have children choose an event that supports the key idea. After children have finished writing and drawing the new scene, have them discuss the following questions:

- **What happens after Dan helps Mrs. Cook rake leaves?** (Responses will vary but should include an event that makes sense with the other events of the story and shows the neighbors helping each other.)
- **How did you illustrate this event?** (Responses will vary.)
- **How does your illustration help a reader better understand this event?** (Responses will vary but should explain how their illustration would help a reader.)
- **How does your event and the illustration show the key idea of the passage?** (Responses will vary but should include that they show both Dan and Mrs. Cook are helpful neighbors.)

WRITING OBJECTIVES

Understand that pictures can be used to clarify ideas.



Use verbs correctly with singular and plural nouns.



Writing

Informative/Explanatory Writing

USING PICTURES TO CLARIFY IDEAS

TEACH Explain to children that writers often use pictures to describe details to readers. Sometimes a picture can show a detail more easily than words. Pictures can be used to show details that are mentioned in a text, or they can be used to share information that is not written in the text. Pictures can be helpful to beginning readers, because the reader does not need to know how to read to understand a picture.

The writer of an informative text wants to teach something to the reader. He or she wants the information to be clear so that the reader can understand it. Pictures are a way to make sure that the information is understood by a reader.

Point out the illustrations on pp. 10–17. Remind children that details are facts that explain the main idea of a text. The title, *How a Seed Grows*, tells that this text describes the growing process of a seed. The details in the text support this main idea.

- What details do the pictures on page 10 show?
- How do the pictures help the reader understand what the writer is teaching?
- Find the text on page 12 that goes along with the picture on page 13. How does this picture clarify the detail?
- Which details from page 14 does the picture on page 15 show?
- How do the pictures help the reader know what the book is about?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer both describes and shows some details in the text. Display p. 12 and read the second paragraph.

Number the shells. Write the number 1 on the first shell. Put the number 2 on the next shell. Keep going until all of the shells are numbered from 1 to 12.

The writer explains that the shells are numbered. The writer shows an eggshell with the number 2 on it to support this detail.

Display p. 16 and read the first sentence aloud.

Water your seeds a little every day.

The writer teaches the reader that plants need to be watered daily. The illustration shows a child watering. Without the text, the reader wouldn't know what the child is pouring on the seeds.

Explain to children that in most texts, the words and the illustrations work together to describe the main idea to a reader. Usually, illustrations are accompanied by text that clarifies them for the reader.

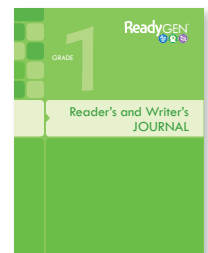
CONVENTIONS Use Verbs with Singular and Plural Nouns

TEACH AND MODEL Remind children that a singular noun names one person, place, thing, or animal and that a plural noun names more than one person, place, thing, or animal. Verbs, or the action words in a sentence, have different forms to match singular or plural nouns. Verbs that follow singular nouns often end in -s. Verbs that follow plural nouns often do not have a special ending.


The **water soaks** into the seeds.
The **seeds begin** to grow.

Water is a singular noun, so the verb **soaks** end with -s.
Seeds is a plural noun, so the verb **begin** does not have a special ending.

APPLY Ask children to offer singular or plural nouns. Write the nouns on the board and have children help you write a complete sentence using the noun with a verb. Together discuss any verbs that have special cases, such as those that follow a singular noun but do not end with an -s. Then have children copy two of the sentences on the board and write two sentences of their own using verbs correctly following singular and plural nouns. For further practice, have children do the Lesson 8 activity on p. 227 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.1.2

Write and illustrate facts about a topic.



Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that today they will be writing new facts to add to the writing they began in Lesson 5. Tell children that they will also be illustrating their facts to make the details clear for readers. As practice, show children steps they can use to choose facts about how to plant seeds.

FACTS AND OPINIONS Remind children that facts are details that can be proved. Write the following sentences on the board.

Learning about trees is interesting. All trees begin life as a seed.

Have children identify which sentence is the fact and which is the opinion. Use the following questions to discuss facts and opinions.

- Which sentence is a fact? How could you prove this fact?
- Which sentence is an opinion? How do you know that this is an opinion?

USING ILLUSTRATIONS Remind children that writers often include illustrations to make facts more clear for readers. Ask the following questions about the fact “All trees begin life as a seed.”

- What word or words in this fact might be confusing to someone who knows nothing about seeds?
- How could a picture make this fact more clear?
- What would you draw as a picture?

Have children illustrate the fact “All trees begin life as a seed.” Have partners share their illustrations and explain why they drew what they did.



Independent Writing Practice

THINK Ask children to think of new facts from the text that describe how a seed grows. The new facts should go along with the writing they began in Lesson 5 on the life cycle of a tree. As children offer suggestions, write them in a list on the board.

Read aloud the suggested facts and have children think about which would be the best facts to illustrate for readers. Have children choose two or three facts to write about and illustrate.

WRITE Have children finish the writing that they began in Lesson 5 by adding two or three more facts to their piece. Then have them illustrate at least one of these facts. Have children check their writing to make sure they have used verbs with singular and plural nouns correctly.

USE TECHNOLOGY If available, have children create a digital slide presentation showing their facts. They can scan their drawings and type their facts below the drawing.

Writing Wrap-Up



Ask volunteers to share their facts with the class. Ask the class to verify whether the sentences are facts. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FACT CHECKING Children may not be familiar with the concept of a fact. Explain that they can check whether a sentence is a fact by looking up the information in a reference book or using a reputable online source. In the case of science texts, other science resources can be used to check facts. For the facts in this writing assignment, another book about planting seeds could be used to check the facts.

STRATEGIC SUPPORT

CHOOSING FACTS Have children who struggle with choosing facts work with a partner or in a small group as they first brainstorm and then narrow their list of topics. Have children double check each other's sentences to see if they are facts by asking questions like: *Is this what someone thinks? Can we look this information up in another source?*

LESSON 9 OBJECTIVE

Ask and answer questions to clarify details in an informational text.



READING OBJECTIVES

Identify science words in an informational text.



Answer questions with text-based evidence during a close read. RI.1.1

Read the Text

Build Understanding

INTRODUCE Explain that today children will read *How a Seed Grows*. They will be asking and answering questions about the text in order to understand the meaning of words in a science text. Children will focus on the Enduring Understanding: *Writers understand that facts and details help explain information to others*. They will learn that there are words used in science texts that are specific to science and knowing the meaning of these words helps readers understand what they are reading.

LESSON 9 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children look through *How a Seed Grows*. Ask them to describe the steps in the process of planting bean seeds in eggshells on pp. 10–17 and tell how the illustrations help readers. Remind children of the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?* Use these questions to discuss how the writer uses text and the illustrations to communicate information to readers.

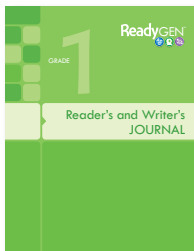
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY Have children read the text of *How a Seed Grows* through p. 31. Have children listen closely for science specific vocabulary as they read. Use the **Read Independently Routine** on pp. TR40–TR43. After reading, discuss the questions below.

- What science words did you read?
- How did the science words help you understand how a seed grows?
- What questions do you have?

Have children use p. 222 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 9
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 18–26 of *How a Seed Grows*. Use the following questions to lead the discussion.

- Look at page 18. Why does the writer say the bean seed “may be soft. It may be fat. Maybe it will look the same as it did before”? (Each seed sprouts differently.) **Integration of Knowledge and Ideas**
- What questions does the writer ask on page 20? (Can you see the root? Does it look like this?) Why does the writer ask the reader questions? (The text gives the reader the steps for the process for growing seeds. If the reader chose to follow the steps, the writer is asking the reader about his or her seeds.) **Craft and Structure**
- **BY-THE-WAY WORDS** In the sentence “They are called root hairs,” what does *root hairs* mean? (tiny white hairs growing from the big root) How does the writer let the reader know what *root hairs* are? (The writer explains about root hairs in the previous sentences and includes an illustration.)
- How does the plant change from the top picture to the bottom picture on page 22? (In the top picture, the sprout is still under the soil. In the bottom picture, the sprout is above the soil.) How does the text explain the illustrations? (The text by the top picture explains how the roots and root hairs push down. The text by the bottom picture explains how the bean seeds push up.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Look at the picture on page 23. The text says that “pale shoots push through the soil.” Which eggshells show shoots? (The eggshells in the bottom row show green sprouts coming out of the soil.)
- On page 26, the text says, “Now your bean seeds are bean plants.” What final change makes the seed a plant? (The shoot grows leaves.)

Key Ideas and DetailsScaffolded
Instruction**ENGLISH LANGUAGE LEARNERS**

IDIOMS Children may have difficulty understanding the phrase “skin will pop off” to describe how the skin comes off of the seed. Explain that when something *pops*, the action usually happens instantly. The skin does not pop off of the seed instantly, but it might burst open quickly.


STRATEGIC SUPPORT


KEY IDEAS If children have difficulty understanding this section of *How a Seed Grows*, have them look at pp. 18–26 as you ask clarifying questions, such as: *What happens to the bean seeds? What questions do you have about this section?*

READING OBJECTIVES

Determine the meaning of and use words in a text.

 RI.1.4

Use words acquired from texts.  L.1.6

Ask and answer questions to help clarify the meaning of the words.  RI.1.4

BENCHMARK VOCABULARY

- loose, p. 19
- root, p. 20

Focused Reading Instruction

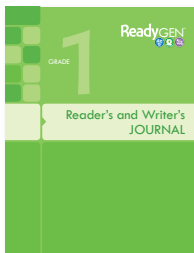
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *How a Seed Grows*, pp. 19–20, with the words *loose* and *root*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *loose*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *root*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 18–26 to discuss how writers use facts and details to explain information to readers. Pose the following question to children: *What questions do you have about the text?* Use the **Paired Discussion Routine** on pp. TR20–TR23.

Remind children to take turns speaking in a paired discussion. Children should listen to the other speaker in order to ask questions about any details that are said.

You may wish to provide a model through a think aloud, such as the following: *When only two people are talking, it can be easier to pay attention to what is being said. Since there is one other speaker, I need to pay close attention to what my partner says so that I can ask questions if I don't understand something. Partners need to take turns when they are talking. One person shouldn't do all of the talking.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think it would be fun to plant seeds? Why or why not?* (Possible responses: Yes, because I have planted seeds before; it was fun to watch them grow. No, I don't think it would be fun to wait for them to sprout.)



See **Routines** on pp. TR20–TR67.

Language Analysis

CLARIFY MEANING Explain that when a writer writes a scientific text, he or she often uses scientific words in the details to share information. The reader might have questions about what the word means. Sometimes the writer answers the question by defining the word in the text.

CITE TEXT EVIDENCE Read pp. 20–21 in *How a Seed Grows*.

- **What is a root?** (It is the part of a plant that goes down into the soil.)
How does the text and the illustration help the reader understand the meaning of the word *root*? (The text describes the root and the illustration shows what the root looks like.)
- **How do you use the definition of the word *root* to understand what *root hairs* are?** (Root hairs are smaller pieces of the main root. You have to know what a root is before you can understand what a root hair is.)
- **What questions do you have about the details on these pages?**
(Answers will vary but could include questions about the definitions of any of the words used or about the process by which a seed grows.)

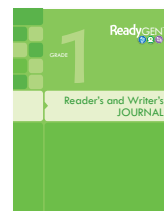
Independent Reading Practice

LANGUAGE ANALYSIS: CLARIFY MEANING Have children work independently to write or dictate a question that they have about a word from the text on pp. 18–26. Children can illustrate their question.

WRITING IN RESPONSE TO READING Have children complete the prompt on p. 226 of their *Reader's and Writer's Journal* describing what happens to a bean seed as it grows.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to connect the pieces of information they learn. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Have children explain where in the text they found the answer to the prompt. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

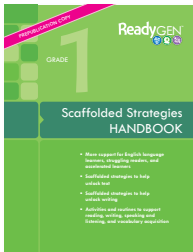
READING OBJECTIVES

Ask and answer questions based on an informational text.

RI.1.1

Demonstrate fluency through oral reading.

RF.1.4b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to find a question to ask or an answer to the question in this section of *How a Seed Grows*,
then...use the Language Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Help children understand the process of questioning and answering by asking questions, such as: *What questions do you have about details in the text? Do you know what happens next in the process? What questions could you ask?* As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: *Where could you look to see if your question is answered in the text? Does an illustration answer your question? Why do readers ask questions?* Have children write or dictate a question about the text from *How a Seed Grows* and share their question with a partner. Partners should try to answer each other's questions.

ORAL READING

ACCURACY Remind children that reading with accuracy means reading the words exactly as they are printed on the page, without mistakes. Have children follow along as you read aloud from an appropriate-leveled book. Model reading with accuracy. Place children in groups. Select two pages of the text. Have children take turns reading from the text. Encourage them to read accurately. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions about *How a Seed Grows*,

then...extend the Language Analysis lesson by having them write a narrative about a child who watches seeds grow.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have partners try to answer each other's questions. Explain that they will use the information and details in the text to write a story about a child who grows a seed. Children can decide how the seed would look on each day, using the text as a guide and use illustrations as needed to explain details. After children complete their stories, have them discuss the following questions:

- **How does the seed in your story grow?** (Responses should include the stages that the seed goes through as it grows.)
- **How did the text help you write your story?** (Responses should include details from the text that were used to write details in their stories.)
- **What part or parts of your story did you illustrate? Why did you choose to illustrate that part?** (Responses could include that they chose to illustrate a particular part because it was easier to show the details with a picture than to explain them.)
- **How is your story different from stories that your classmates wrote?** (Responses will vary but could include differences in how the seed grows or differences in characters in the story.)

ORAL READING

ACCURACY Remind children that reading with accuracy means reading the words exactly as they are printed on the page, without mistakes. Have children follow along as you read aloud from an appropriate-leveled book. Model reading with accuracy. Place children in groups. Select two pages of the text. Have children take turns reading from the text. Encourage them to read accurately. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Introduce writing steps in a process in informative/explanatory writing.



Use temporal words to clarify steps in a process.



Produce declarative sentences.



Writing

Informative/Explanatory Writing

WRITING STEPS IN A PROCESS

TEACH Explain to children that sometimes a writer of an informative text writes about steps in a process. When writing about steps in a process, it is important to describe the steps in the order in which they occur. Special time-order words, called temporal words, are used to tell the reader when each step happens.

Some examples of temporal words include *after*, *before*, and *until*. These words are used to tell when one event happened in relation to other events. They do not tell an exact date or time.

Point out that temporal words answer the question: *When does this happen?* Have children look at paragraphs 3 and 4 on p. 18 of *How a Seed Grows*.

- Which words tell when an event will happen?
- Does the word *soon* describe an exact time when something will happen? What does *soon* mean?
- Does the phrase “two more days” tell when an event will happen? How is this different from the word *soon*?
- Do these words help you understand the steps in the process of a seed growing? How?
- Why does a writer need to include order words when describing the steps in a process?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer uses temporal words to tell when an event will happen without committing to exact dates and times. Display p. 21 and read the first sentence.

After a few more days, dig up seed
Number 5.

The writer tells that this step happens at a later time than the steps listed on p. 20.

Display p. 23 and read the second sentence aloud.

Soon you will see pale shoots push through the soil.

The writer tells that the event will happen in the near future, without saying exactly when it will happen.

Explain to children that they can use temporal words to place the steps in a process in order. When writing about steps in a science process, science words and temporal words can be used to create a clear description for a reader. Temporal words answer the question *When?*

CONVENTIONS Produce Declarative Sentences

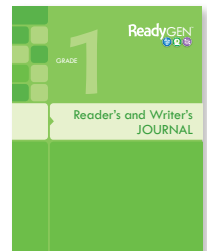
TEACH AND MODEL Tell children that a telling sentence is a sentence that gives information. Like other complete sentences, it tells a complete thought. It begins with a capital letter and ends with a period.

It may be soft. It may be fat.


The root pushes down into the soil, down and down.

These are telling sentences. They begin with a capital letter and end with a period.

APPLY Ask children to offer telling sentences. Write the sentences on the board and have children help you check them to see that they are complete sentences. Together revise any sentences that are incomplete. Then have children copy two of the sentences on the board and write their own telling sentence. For further practice, have children do the Lesson 9 activity on p. 227 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.1.2

Add temporal words to writing to clarify steps in a process.



Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Tell children that today they will start writing a new piece of text. They will write several pages on how to grow plants from seeds, using information from *How a Seed Grows*. Today they will begin writing the steps in the process of growing plants, using temporal words to make the order clear for readers.

Write the following sentences on the board.

Fill a pot with soil. Dig a hole in the soil. Put a seed in the hole. Cover the seed with more soil. Put the pot in the sun. Water it. Watch it grow.

USE TEMPORAL WORDS Ask children to think of temporal words, such as *first*, *next*, and *then*. List the words on the board. Use the following questions to lead the discussion:

- What happens first? What word could we use to tell that this step is first?
- When is the hole dug for a seed? What word could be used to tell that this happens after filling the pot?
- When should you water the plant?

Show children how to insert temporal words in the text to make the order more clear. This example may be used as a guide.

***First*, fill a pot with soil. *Next*, dig a hole in the soil. Put a seed in the hole. Cover the seed with more soil. *Then* put the pot in the sun. Water it *every day*. Watch it grow.**

Remind children that different words could be used that would still tell the steps in the correct order.



Independent Writing Practice

REVISIT TEXT Have children revisit pp. 9–14 of the book *How a Seed Grows*. Tell them to read the text together in pairs or small groups. As they read, they should take notes on how to grow a plant from seeds to prepare for writing their instructions.

WRITE Have children write the steps in growing a plant from seeds. Encourage them to write six or seven sentences, using temporal words to make the order clear. Have children check their sentences to make sure they have used telling sentences correctly. Children will return to this piece in Lesson 10.

USE TECHNOLOGY If available, have children use a word processing program on a computer to type their sentences. Encourage them to use the cutting and pasting functions to reorder any sentences that are not in the correct order.

Writing Wrap-Up



Ask volunteers to share their sentences with the class. As the sentences are read, have children raise their hands when they hear a temporal word used. Have the class discuss any discrepancies that come up. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

TEMPORAL WORDS Children may not be familiar with the definitions of temporal words. Review the meanings of words like *before*, *after*, *next*, *first*, and *last* using a line of different objects. Ask questions: *Which object is after the blue ball? What object is first in the line?*

STRATEGIC SUPPORT

TEMPORAL WORDS Have children who struggle with finding places to insert temporal words write their sentences as a list. Have them number the sentences in the order in which they should be done. Then have children associate a temporal word that could be used to describe the position of each step in the process.

**LESSON 10
OBJECTIVE**

Describe connections between ideas in an informational text.

**READING
OBJECTIVES**

Use connections in a text to understand the information.



Answer questions with text-based evidence during a close read. RI.1.1

Read the Text

Build Understanding

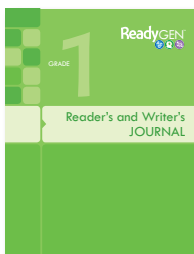
INTRODUCE Explain that today children will read *How a Seed Grows*. They will be noting how ideas in a text connect to each other while focusing on the Enduring Understanding: *Readers understand the connection between multiple pieces of information in a text*. They will learn that details presented in one section of a text can connect to details in later sections.

**LESSON 10
FIRST READ**

Explore the Text

ENGAGE CHILDREN Have children look at the text of *How a Seed Grows* through p. 26. Ask children if they have any questions about anything that they have read so far. Remind children of the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?* Use these questions to ask children how the information they read on pp. 10–17 connects to the information on pp. 18–26.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY Have children read the text of *How a Seed Grows* through p. 31. Have children look for details from the beginning of the text that repeat later in the text. Use the **Read Independently Routine** on pp. TR40–TR43. After reading, discuss the questions below.

- What details did you read at the beginning of the text that repeat later?
- What did you learn from these details?
- What questions do you have?

Have children use p. 222 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 10
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 27–31 of *How a Seed Grows*. Use the following questions to lead the discussion.

- **Look at page 27. Why couldn't this page be the first page of the book?** (It asks about information that is found in the middle of the book. It wouldn't make sense as the first page.) **How does the question on this page connect to details that came before it in the text?** (The question asks about seeds that were planted during steps listed earlier in the text.) **Integration of Knowledge and Ideas**
- **What does a seed need to grow?** (soil, water, and sun) **Where in the text are these things mentioned?** (They are listed on p. 29. They are also mentioned earlier in the text.) **Key Ideas and Details**
- **How does the text on page 31 connect to the text at the beginning?** (At the beginning, the writer mentions seeds and the plants that they grow into. On p. 31, the writer mentions the same seeds and plants.) **Why might the writer choose to end the text this way?** (Connecting the text at the end to the text at the beginning gives the reader a sense of closure.) **Craft and Structure**
- **How is all of the information in this text connected?** (The entire text is about seeds growing. The middle section describes the process of a seed growing. The steps for planting seeds are in order and each step relates to a later step.) **What would happen if a reader only read the second half of the text?** (The reader would have a lot of questions because he or she wouldn't know what happened in the earlier part of the text.) **Integration of Knowledge and Ideas**
- **When a writer writes about steps in a process, is the order in which details are written important? Why?** (Yes, the order is important. They must write about the steps in order or the process won't make sense.) **Craft and Structure**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Children may not be familiar with the English words for certain plants, such as *daisy* or *clover*, and for fruits and vegetables, such as *apples*, *carrots*, or *corn*. Review these words with children, providing pictures of the plants as needed.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding how this section of *How a Seed Grows* connects to the rest of the text, ask clarifying questions, such as: *What seeds were planted earlier in the text? What kind of plant is shown at the end of the text?*

READING OBJECTIVES

Participate in a whole group discussion about an informational text.



Describe the connection between two ideas in a text.



Focused Reading Instruction

Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 27–31 to discuss how writers connect details in later pages of a text to details given at the beginning. Pose the following question to children: *How do the details at the beginning of *How a Seed Grows* connect with those at the end of the book?* Use the **Whole Class Discussion Routine** on pp. TR24–TR27.

Remind children to take turns speaking in a whole group discussion. Children should listen closely to what is said during the discussion in order to add their own thoughts or to ask clarifying questions.

You may wish to provide a model through a think aloud, such as the following: *In a group discussion, it may be hard to be patient while waiting for your turn to talk. Remember that each person has thoughts that they would like to share. Since we are talking about most of the book today, there are lots of details to share. It is important to listen closely to the discussion so that you can ask questions and add to other's thoughts.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think the writer does a good job of connecting the details throughout the book? Why or why not?* (Possible responses: Yes, because she begins and ends the text by talking about how seeds grow. No, because she doesn't show how all of the seeds mentioned in the first pages grow into plants.)



Reading Analysis

CONNECT IDEAS Information in one part of a text may help explain ideas in another part of the text. Help children learn to make connections between ideas and information in an informational text.

CITE TEXT EVIDENCE Read pp. 27–31 in *How a Seed Grows*. Help children connect the directions for growing seeds with the explanation at the end of the text.

- How does the question “How many of your bean seeds are bean plants?” connect to ideas presented earlier in the text? (It is talking about the activity described in the middle of the text.)
- On page 29, the text tells the three things plants need to grow. What are they? (soil, water, sun) On page 16, the writer says, “Water your seeds a little every day.” How does the information on page 29 help us understand why we should do this? (Plants need water or they won’t grow.)
- On page 14, the writer says, “Put the carton in sunlight on a windowsill.” What information on page 29 explains why? (A seed needs sun to grow.)

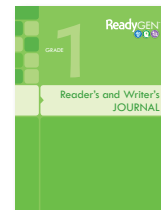
Independent Reading Practice

READING ANALYSIS: CONNECTING IDEAS Have children work independently to illustrate a detail about growing bean plants. Children should write a sentence telling why this step is important.

WRITING IN RESPONSE TO READING Have children work on p. 226 of their *Reader’s and Writer’s Journal* to make a connection between ideas in *How a Seed Grows*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections between different pieces of information in the text. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

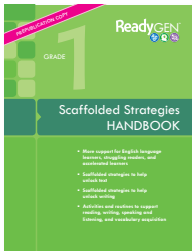
READING OBJECTIVES

Understand how to connect details in an informational text.

 RI.1.3

Ask and answer questions about an informational text.

 RI.1.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to find a detail to illustrate,
then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help children understand how details in the beginning of a text can connect to those at the end by asking questions, such as: **What details does the writer give at the beginning of the text? Which details are mentioned in the middle of the text? What details are given at the end?** As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: **Are any of the details the same? How do they connect to each other?** Have children illustrate a detail that connects from the beginning to the end of the text from *How a Seed Grows* and write a sentence about the detail.

CLOSE READING WORKSHOP

REVISIT *How a Seed Grows* Read aloud p. 31. Then discuss the following questions with the group.

- 1** What clues can you find in the words and the pictures that connect this page to earlier pages in the text? (The text says “If a seed has all these things...,” which refers to details from earlier in the text. The text mentions the bean plants, which grew from seeds planted in the middle of the text. The illustration shows the same girl shown throughout the text.)
- 2** What questions do you have about this part of the text? (Possible responses: What do apple, daisy, carrot, or corn seeds look like? Does the girl like to garden?)
- 3** How does the final illustration connect to the rest of the text? Use details from the words and the pictures to support your answer. (Possible responses: It looks like the girl is picking beans off the plant, so the tall plants may be the bean plants she planted from seeds. The process of planting seeds is described earlier in the text.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to illustrate a detail presented at the beginning and the end of *How a Seed Grows*,

then...extend the Reading Analysis lesson by having them write about another detail that has a connection from the past to the present.

READING ANALYSIS

Have children share their illustrations with a partner and explain how the detail is connected with information from elsewhere in the text. Then have children think of a detail about themselves that has stayed the same for many years. For example, if a child's hair color or home has remained the same over time, he or she could draw pictures that show how this detail connects different stages of their life. The child could draw a picture of himself or herself as a baby, as a toddler, and today, with the connecting detail included in all pictures. Have children write a few sentences about their drawings. After children have completed their pictures and sentences, have them discuss the following questions:

- **What detail did you choose?** (Responses will vary but could include hair color, eye color, home, or people who the child lives with.)
- **How does your detail connect the early years of your life to right now?** (Responses will vary but should include how this detail is still a part of the child's life in the present day.)
- **What changes in your pictures?** (Responses will vary but could include child gets older in each picture.)
- **Why is it important to look for connections?** (Possible responses: Understanding early details can help you understand things that happen later on. Connections show how things change but also remain the same.)

WRITING OBJECTIVES

Analyze and answer questions about the organization of an informational/explanatory text.



Use periods to end sentences.

Writing

Informative/Explanatory Writing

ORGANIZATION

TEACH Explain that today children will participate in a peer review to look at how their writing about growing plants from seeds is organized. Remind children that yesterday, they wrote the steps in growing a plant from a seed, using temporal words to help their reader know the order in which to do the steps. Today, another child will look at their writing to give feedback on what they have written.

Have children look at the way *How a Seed Grows* is organized. Have them notice how the steps for planting bean seeds are given in the order that they would be carried out. The text ends by reminding readers what seeds need to grow and by repeating some details from the beginning of the text.

Point out that writers must choose how to organize their texts. They use words to tell the reader the order that events happen in their text. Use the following questions to discuss the organization of *How a Seed Grows*.

- How does the text begin? How do the words the writer chooses tell the reader that this is the beginning of the text?
- How is the text organized? Why did the writer organize it in this way?
- Why does the writer place the steps for growing seeds in the middle of the book, instead of at the beginning or the end?
- How does the writer let the reader know that the text is ending?
- Could the text be organized in a different way? Why or why not?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer organizes the text by connecting details from the beginning to the end. Display p. 3 of the book and read the text aloud.

A seed is a little plant. It is a plant that has not started to grow. Apple trees and daisies, carrots and corn, clover and wheat, all grow from seeds.

The writer introduces the topic to readers. A few details are given.

Display p. 31 and read the second and third sentences aloud.

It will grow into the same kind of plant that it came from—an **apple tree**, or a **daisy**, or **carrots**, or **corn**. It will grow into **clover** or it will grow into a bean plant like the ones you planted.

The writer connects the ending to the beginning by mentioning the same seeds on the last page as on the first page.

Explain to children that repeating details is just one way that writers can organize their texts. Writers can also use temporal words, numbered lists, or charts to explain the order of events in a text.

CONVENTIONS Use Periods

TEACH AND MODEL Remind children that punctuation is needed to mark the end of a complete sentence. Periods are used to end telling sentences.

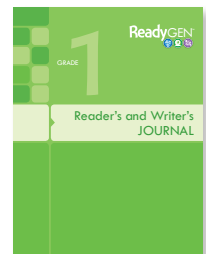
If a seed has all these things, it will grow into a plant.

This sentence ends with a period.

APPLY Write the following sentences on the board.

An apple tree grows from an apple seed Seeds need soil, water, and sun to grow? Bean plants grow from bean seeds!

Have children correct the punctuation errors in the sentences. Children should then write a telling sentence that ends with a period. Invite children to share their sentences with the class. For further practice, have children do the Lesson 10 activity on p. 227 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a peer review of an informational/explanatory text.



Use suggestions from a peer review to improve writing.



Informative/Explanatory Writing

SHARED WRITING

PEER REVIEW Explain that today children will participate in a peer review of their writing on how to grow a plant from seeds. Children will work with a partner. Partners will read each other's writing and give feedback.

Explain to children that it is a good idea to have another person look at your writing. Sometimes, the writer is so familiar with the text that he or she does not see errors, such as missing punctuation or misspelled words. Other times, a writer may think he or she is explaining things clearly for the reader, but a peer may have questions about what was written.

Remind children that it is important that they offer suggestions to the writer in a positive way and focus on ways the writing can be improved. Giving little or no feedback isn't helpful, because there is probably some way the writing can improve. However, too much negative feedback may discourage the writer and not help him or her improve either.

ORGANIZATION Guide children to look at the way the writing is organized. Have children ask the following questions as they read their partner's writing.

- How does the text begin?
- How is the middle of the text organized?
- How does the writer let the reader know that the text is ending?
- What areas of the text are written well?
- What questions do you have for the writer? Is the topic clearly explained?
- Could the organization of the text be improved? How?

After partners review each other's writing, have them share feedback. Have one partner share feedback first, taking the time to explain what areas need improvement. Then switch so that the other partner can share his or her feedback.



Independent Writing Practice

RESPONDING TO FEEDBACK Ask children to think of how they can use their partner's feedback to improve their writing. Children may need direction as to how to revise their writing to include the feedback. As needed, show children how to mark their drafts to show the edits needed.

FORMATIVE ASSESSMENT Children should follow suggestions made by their partner during a peer review to revise their writing on growing a plant from a seed. The peer review should focus on the organization of the writing. Partners should give each other suggestions for ways to improve the organization. The writer should use his or her partner's suggestions to write the finished piece. Have children check their writing to make sure telling sentences end with periods.

WRITE Children will revise their writing on how to grow a plant. They will turn in their revised writing.

USE TECHNOLOGY If available, have children use a word processing program on a computer to publish their writing.

Writing Wrap-Up



Ask volunteers to share their writing with the class. Ask the class to describe the way the piece is organized and which details connect from the beginning to the end. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PEER REVIEW Children may have difficulty reviewing each other's writing because their own English background is limited. Work together with children in small groups. Begin with one child's writing and decide what improvements could be made to its organization. Discuss each child's writing as a group, until all children have had practice reviewing others' work.

STRATEGIC SUPPORT

PEER REVIEW Have children who struggle with reviewing a peer's work start by telling one thing they like about their partner's writing. Then have them share something that needs improvement. Have children go back and forth between positive and negative feedback to begin to feel comfortable with the process.

**LESSON 11
OBJECTIVE**


Identify key facts about a science topic.  RI.1.6

**READING
OBJECTIVES**

Use text features to locate key ideas in an informational text.



RI.1.5

Answer questions with text-based evidence during a close read.  RI.1.1

Read the Text

Build Understanding

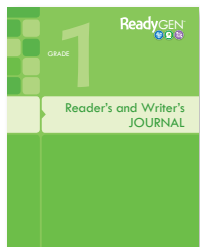
INTRODUCE Explain that today children will read the final section of *How a Seed Grows*. They will use text features to identify key facts in a science experiment, while focusing on the Enduring Understanding: *Learners understand growth happens over time and that each part of an organism contributes to this process.*

**LESSON 11
FIRST READ**

Explore the Text

ENGAGE CHILDREN Have children look through the text of *How a Seed Grows*. Ask children to describe connections between details throughout the text. Remind children of the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?* Explain to children that science texts sometimes contain experiments so that the reader can have a hands-on experience with the science concepts in a text.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *How a Seed Grows* Read the experiment on p. 32 of *How a Seed Grows*. Have children read for key facts that would be important when carrying out the experiment. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- What key facts did you read in the experiment?
- What did you learn from these facts?
- What questions do you have?

Have children use p. 231 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 11
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on p. 32 of *How a Seed Grows*. Use the following questions to lead the discussion.

- **How is this experiment similar to the process of planting bean seeds in the text?** (Both involve seeds. Both have different numbered containers.) **How is it different?** (No soil is used. Cress seeds are used in the experiment and bean seeds were used in the text.) **Integration of Knowledge and Ideas**
- **How is the experiment organized?** (There is an informational paragraph at the top of the page. Below this is a list of materials. Then there is a numbered list of steps.) **Why did the writer choose to organize the text in this way?** (It is easy to find the information needed to complete the experiment.) **Craft and Structure**
- **BY-THE-WAY WORDS** The experiment uses *cress seeds*. *Cress* is a fast-growing herb that can be eaten. **Why are fast-growing seeds used in this experiment?** (The experiment only lasts seven days. The seeds need to be able to grow in that time.)
- **BY-THE-WAY WORDS** Cups 1 and 2 are placed on a *windowsill*, which is a ledge next to a window. To water cup 3, an adult is supposed to *boil* water. When water boils, it reaches a temperature of 212°F. **Why are the seeds being placed in different conditions?** (The experiment is seeing what happens when a seed gets too much or not enough of what it needs to grow.)
- **Under which conditions do you think the seeds would grow best? Use evidence from the text to support your answer.** (Responses will vary but could include that the seeds in cup 1 will grow best because they get water and sunlight.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

KEY IDEAS Children may not be familiar with the term *experiment*. Explain that experiments are used in science to test a hypothesis (or educated guess) about what will happen in a controlled situation. In this experiment, the seeds are not all grown in the same conditions, so the point of the experiment is to find out which conditions help the seeds grow best.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding the experiment at the end of *How a Seed Grows*, ask clarifying questions, such as: *How do you know that this experiment is a separate section from the rest of the text? Why would a reader perform this experiment?*

READING OBJECTIVES

Determine the meaning of and use words in a text.



Use words acquired from texts. L.1.6

Use text features to locate facts. RI.1.5

BENCHMARK VOCABULARY

- sprinkle, p. 32
- conditions, p. 32

Focused Reading Instruction

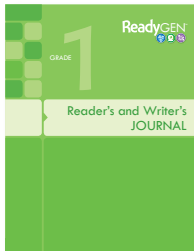
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *How a Seed Grows*, p. 32, with the words *sprinkle* and *conditions*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR48–TR53, teach the meaning of *sprinkle*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *conditions*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 232 in their *Reader's and Writer's Journal*. Use responses to monitor progress.



Text-Based Vocabulary



COLLABORATE Have children go back to the illustrations and text on p. 32. Discuss how the facts presented in the instructions for the experiment help readers understand why the conditions are changed in order to answer the questions posed in the text. Pose the following question to children: [How are facts used in this experiment?](#) Use the **Small Group Discussion Routine** on pp. TR28–TR31.

Remind children to listen to the facts and information shared by others in their small group so that they can either ask questions or add to what has already been said.

You may wish to provide a model through a think aloud, such as the following: [Facts are found in informational texts. They are used to explain a topic. In this experiment, facts are being tested. Talk about how and why the facts are tested. See if you can tell which step tests which fact.](#)

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. [Do you like to do science experiments? Why or why not?](#) (Possible responses: Yes, because I like learning more about science topics. No, because they can take a lot of time and don't always work out.)



See **Routines** on pp. TR20–TR67.

Language Analysis

TEXT FEATURES Explain that writers choose the best structure for the type of text they are writing. When writing a set of directions, a writer will often use a numbered list and a list of materials.

CITE TEXT EVIDENCE Read and discuss p. 32 in *How a Seed Grows*. Write details in a T-chart. List key facts in one column and where in the text they are found in the other column.

- **What question is the experiment testing?** (What happens when a seed doesn't get everything it needs to grow or gets too much of something?) **Where is this information found?** (in the introductory paragraph)
- **What materials are needed for the experiment?** (5 plastic cups; cotton balls or tissue paper; a packet of cress seeds) **Where is this information found?** (before the steps)
- **How is the experiment organized?** (The steps are written as a numbered list.) **How does this compare with how the process of growing bean seeds was organized?** (The steps were written one after another in different paragraphs, not as a list.)

T-Chart

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Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES Have children work independently to complete p. 237 of their *Reader's and Writer's Journal*.

WRITING IN RESPONSE TO READING Have children work on p. 234 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections between multiple pieces of information. Use the **Independent Reading Routine** on pp. TR40–TR43.

INDEPENDENT

Reading Wrap-Up



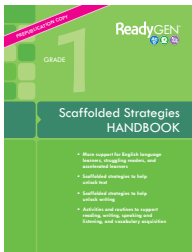
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Understand how text features help readers locate key facts.



Ask questions about an informational text.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to use text features to locate key facts in the experiment in *How a Seed Grows*,
then...use the Language Analysis lesson in small group to help them.

If...children need extra support to understand the text,
then...use the Close Reading Workshop in small group to provide scaffolded support.

LANGUAGE ANALYSIS

To help children understand how to use text features to find key facts, ask questions, such as: **Where can you find the number of steps in the experiment? Where do you learn where the cress seeds go in the cups? Which text feature tells you how many materials you need?** As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: **Why is it important to locate facts in a science experiment? How do the text features help you find the answers quickly?** Have children write or dictate the answers to the questions from *How a Seed Grows* and share their fact from the introductory paragraph with a partner.

CLOSE READING WORKSHOP

REVISIT *How a Seed Grows* Read aloud p. 32. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** **What clues can you find in the text that tell you this is a set of directions?** (The text includes a numbered list of steps. There is a list of materials needed, which you wouldn't find in a narrative text.)
- 2** **What questions do you have about this part of the story?** (Possible responses: What will happen to the seeds in the different cups? Do any of the seeds sprout? How could the experiment be changed to test other ideas?)
- 3** **How do you use facts to carry out this experiment? Use details from the text to support your answer.** (Possible responses: Facts tell you what plants need to grow. The numbered list of facts tells what to do at each step of the experiment.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to use text features to locate key facts in the experiment in *How a Seed Grows*,

then...extend the Language Analysis lesson by having them write a list of steps describing how to brush their teeth.

LANGUAGE ANALYSIS

Have children share the fact from the introductory paragraph of the experiment on p. 32 with a partner. Explain that children will use a similar text structure to write the steps for brushing their teeth. Have children include an introductory paragraph, with a fact or two about why brushing their teeth is important, and a list of materials that they will need to brush their teeth. Children should write a numbered list of steps. After children have completed the set of directions for brushing their teeth, have them discuss the following questions:

- **How did you organize the text that you wrote?** (The text was organized with a numbered list and a list of materials needed.)
- **Brushing your teeth is not a science experiment. Why does the same text structure work for an experiment and for a list of directions?** (Responses will vary but could include that both have materials that are needed and both have steps that should be completed in a certain order.)
- **What facts did you include in your introductory paragraph?** (Responses will vary but could include that brushing your teeth keeps your teeth healthy and that it keeps your breath fresh.)
Why did you include these facts? (Responses will vary but should include valid reasons for including the chosen facts.)
- **How is your set of directions different from your classmates' directions?** (Responses will vary but could include a difference in the order of some steps.)

WRITING OBJECTIVES

Learn how writers do research. © W.1.7

Use question marks correctly to end sentences. © L.1.2.b

Writing

Informative/Explanatory Writing

RESEARCH FACTS

TEACH Explain that writers of informational texts often have to do research on the topics that they write about. When a writer does research, he or she uses a variety of sources to answer questions that he or she has about the topic.

Have children think about the texts *The Life Cycle of an Apple Tree* and *How a Seed Grows*. Ask children:

- What questions might the authors of these texts have had before they started writing?
- Where could they look to find the answers to their questions?
- How would they remember important facts and details that they learned?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Remind children that doing research involves three steps:

- 1 Choose a topic and think of questions.** Remind children that questions can begin with *who*, *what*, *where*, *when*, *why*, and *how*. If children are researching the life cycle of a plant, they might ask: *What do the seeds look like? How fast do the seeds grow? In what conditions do the seeds grow best?*
- 2 Find the right books** or articles to answer the questions. Children can search a library. They should preview any book they find and use text features to see if it answers their questions. Some books are more useful than others. A book about fully grown plants may not contain much information about how to care for and plant seeds.
- 3 Take notes** on the information. Model how to take notes by using p. 9 of *How a Seed Grows*. Read the text and model writing notes: *Seeds to plant: pole beans, bush beans, or lima beans. Plant in: eggshells, tin cans, old cups, or little flowerpots. Containers need holes in the bottom.*

CONVENTIONS Use Question Marks

TEACH AND MODEL Remind children that they need a punctuation mark at the end of a complete sentence. Sentences that ask questions end with question marks.

What happens when a seed doesn't get everything it needs to grow? Or gets too much of something?

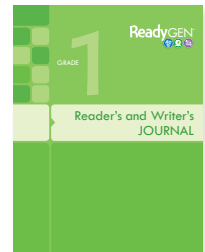
The sentences ask questions, so they end with question marks.

APPLY Write the following sentences on the board.

How often should you water the seeds. Plants need air, soil, water, and sunlight. Which plant is your favorite

Have children correct any punctuation errors in the sentences. Children should write a question and use a question mark correctly at the end. Invite children to share their questions with the class.

For further practice, have children do the Lesson 11 activity on p. 236 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in shared research on a topic.



Write a sequence about a researched topic.



Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that today they will participate in shared research on the topic of the life cycle of a plant. They will:

- 1 Choose a topic and think of questions.
- 2 Find the right books or articles to answer the questions.
- 3 Take notes on the information.

BRAINSTORM As a class, have children think of plants that they could research. Record the list on the board. Leave the list on the board for reference during the research time.

PREVIEW SOURCES Have children look at various books about different plants. Review features of informational texts, such as the table of contents and index. Model how to use these features to determine whether or not a source will be useful based on the chosen topic.

REVIEW SEQUENCING Ask children to tell the steps involved in the life cycle of a tree. Remind children that the steps in the growing process for all seeds will be similar to these steps. Children can use what they know about the life cycle of a tree to think of questions about the life cycle of another plant.



Independent Writing Practice

WRITE Have children form small groups and decide on a plant to research. Have them write three questions they want to answer, focusing on the life cycle of this plant. They can use p. 239 of their *Reader's and Writer's Journal* to record their questions and answers. Tell them to find several books on the plant they have chosen. Each child should look for facts in one book. The group will put all the facts together and write a sequence describing the life cycle of the chosen plant.

Children can choose how to organize their sequence. Remind children of the organization of the text and the experiment in *How a Seed Grows*. Have children check their questions to make sure they end with question marks.

USE TECHNOLOGY If Internet access is available, help children search for Web sites containing facts about their plant.

Writing Wrap-Up



Ask groups to share their sequences with the class. Ask the class to talk about the research process, discussing good sources that they found and any difficulties that they encountered. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

RESEARCH Children with limited English background may struggle to read informational texts alone. Children may benefit from researching a plant with which they are already familiar and working in supported small groups with reading assistance. Point out any vocabulary terms, such as *soil*, *seed*, or *sunlight*, which were used in *How a Seed Grows*.

STRATEGIC SUPPORT

ANSWERING QUESTIONS If children struggle with finding answers to their questions, they may need to revise the questions they are attempting to answer. Guide them to write simple questions that can be answered in a few sentences. Encourage them to think of the questions answered by *How a Seed Grows* when writing their own questions.

LESSON 12
OBJECTIVE

Compare two informational texts on similar topics.



RI.1.9

READING
OBJECTIVES

Identify and compare the text structure and format of informational texts.



RI.1.9

Answer questions about details in informational texts.



RI.1.1

Read the Text

Build Understanding

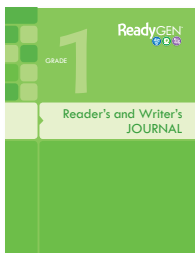
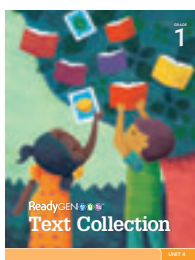
INTRODUCE Explain that today children will revisit both *The Life Cycle of an Apple Tree* and *How a Seed Grows*. They will compare the information the writers share with readers and note how the information is presented in each text. As they make their comparisons, have children focus on the Enduring Understanding: *Learners understand that growth happens over time and that each part of an organism contributes to this process.*

LESSON 12
FIRST READ

Explore the Text

ENGAGE CHILDREN Have children look through *The Life Cycle of an Apple Tree* in the *Text Collection* and share what they remember from previous readings. Review the main idea and identify a few key details that support this main idea. Then have children review *How a Seed Grows* and tell the main idea and key details of this text. Have children answer the Essential Questions for both texts: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Tell children to pay attention to the way the pages are illustrated and how text is arranged on each page. Read pp. 44–47 in *The Life Cycle of an Apple Tree* and pp. 3–5 in *How a Seed Grows*. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- How do both authors use pictures to make their ideas clear?
- How are the two books similar?
- What questions do you have?

Have children use p. 231 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 12
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 44–47 of *The Life Cycle of an Apple Tree* and pp. 3–5 of *How a Seed Grows*. Use the following questions. Begin with *The Life Cycle of an Apple Tree*.

- Look at pp. 44–47. What do the words “Apple Seeds” at the top of page 44 tell you? (These words tell what the pages are about.) **Craft and Structure**
- Why do you think the writer begins the next line of text with a question? (The writer begins with a question so that she can answer the question in what she writes. She may think that people who read the book want to have this question answered.) **Craft and Structure**
- **BY-THE-WAY WORDS** The sentence on page 46 says, “Then they sprout and grow.” What helped you figure out what *sprout* means? The word *grow* means something is getting bigger, and the photograph shows a seed starting to grow a green part.)
- Why do you think the book is illustrated with photographs? (To show real seeds and apples, to explain what happens in real life.) **Integration of Knowledge and Ideas**
- *How a Seed Grows* shares information in a different way. How does it look different from *The Life Cycle of an Apple Tree*? (It has drawings of seeds and plants instead of photographs of real things.) What is the same about both books? (They are both about how plants grow from seeds.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VERBS Children may need extra help in understanding that the word *sprout* can be both a verb and a noun. Use the word in sentences that demonstrate its use as a verb and as a noun.

STRATEGIC SUPPORT

ILLUSTRATIONS If children have difficulty understanding that people make choices in illustrating books, compare *The Life Cycle of an Apple Tree* with fairy tale books and discuss how genre influences how a text is illustrated.

READING OBJECTIVE

Compare the text structure and illustrations of informational texts.



Focused Reading Instruction

Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 44–47 of *The Life Cycle of an Apple Tree* and pp. 3–5 of *How a Seed Grows* to discuss the text format and illustration choices the writers made. Pose the following question to children: *Which book is better at showing how seeds grow into plants?* Use the **Paired Discussion Routine** on pp. TR20–TR23.

Remind children to listen to each other’s comments during the discussion and to wait until the other speaker is finished before sharing his or her comment.

You may wish to provide a model through a think aloud, such as the following: *When you are having a discussion with a partner, remember to take turns speaking and listening. It is important that each partner has a chance to tell what he or she thinks. Remember that it is just as important to listen as it is to speak.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you like the pictures in *The Life Cycle of an Apple Tree* or *How a Seed Grows* better? Why?* (Possible responses: I like the pictures in *The Life Cycle of an Apple Tree* better because they are photographs of real things. I like the pictures in *How a Seed Grows* better because the animals in the drawings are more fun.)



Language Analysis

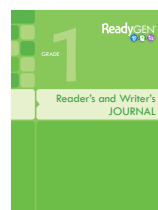
TEXT STRUCTURE Explain that writers choose the information they want to present in a text. When writers write informational texts, they also choose how they want to present the information. Informational texts can include photographs, illustrations, or drawings, and diagrams.

CITE TEXT EVIDENCE Have children look at pp. 56–57 in *The Life Cycle of an Apple Tree* and pp. 18–26 in *How a Seed Grows*.

- **What do you learn from the diagram in *The Life Cycle of an Apple Tree*?** (how an apple seed grows into a tree with apples)
- **What do you learn from the drawings in *How a Seed Grows*?** (all the steps that happen as a bean seed grows into a plant)
- **In what ways are the diagrams different?** (The apple seed diagram has photographs and captions. *How a Seed Grows* has pictures of how seeds grow and text that tells about each thing that happens.)
- **Why do you think the writers chose to make these diagrams so different?** (*The Life Cycle of an Apple Tree* author might have wanted people to understand the life cycle very quickly. The writer of *How a Seed Grows* includes more drawings and gives more information because she wants readers to know a lot more about how seeds grow.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT STRUCTURE Have children work independently to complete p. 238 in their *Reader's and Writer's Journal*. Tell them to review the diagrams on pp. 56–57 in *The Life Cycle of an Apple Tree* and pp. 18–26 in *How a Seed Grows*.



WRITING IN RESPONSE TO READING Have children complete p. 235 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections across texts. Use the **Independent Reading Routine** on pp. TR40–TR43.

INDEPENDENT

Reading Wrap-Up



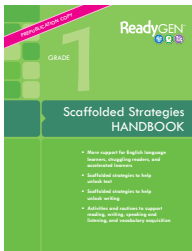
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Understand and compare the text structure of informational text.



Answer questions about informational text. RI.1.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the text structure and diagrams in *How a Seed Grows*,

then...use the Language Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Help children understand the text structure and diagrams in *How a Seed Grows* by asking questions, such as: **What do you see in the first diagram? Where can you find written information that explains what is happening in this diagram? Which diagram shows you the next step in how a seed grows? How do you know?** As children answer your questions, ask follow-up questions, such as: **Why does this layout work for explaining all the steps? Why do you think writers use different layouts with informational text?** Have children choose several important steps shown in the diagrams on pp. 18–26 in *How a Seed Grows* and pick up facts from the accompanying text to write captions for the steps.

ORAL READING

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud from *How a Seed Grows*. Model reading with accuracy. Place children in groups. Select two to four pages of the text. Have children take turns reading from the text. Encourage them to read with accuracy. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand the diagrams in *How a Seed Grows* and *The Life Cycle of an Apple Tree*,

then...extend the Language Analysis lesson by having them create a complete captioned diagram.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have children share their captioned diagrams of all the steps in *How a Seed Grows*. Then have them turn to pp. 18–26 in *How a Seed Grows* to review the text to make sure that they have included all the steps. Give children an opportunity to share and compare their diagrams. Then have children discuss the following questions:

- **What captions did you write under each picture?** (Responses will vary but should include facts from corresponding text in *How a Seed Grows*.)
- **How did you design your diagram?** (Responses will vary.)
- **Why did you choose this design?** (Responses will vary but should explain children's thinking about the layout.)

Have children create a complete, captioned step-by-step sequence of diagrams from *How a Seed Grows* using the diagram on pp. 56–57 of *The Life Cycle of an Apple Tree* as a model.

ORAL READING

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud from *How a Seed Grows*. Model reading with accuracy. Place children in groups. Select two to four pages of the text. Have children take turns reading from the text. Encourage them to read with accuracy. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Identify text features in informative/explanatory writing.



Use prepositions in phrases.

Writing

Informative/Explanatory Writing

TEXT FEATURES

TEACH Explain to children that a writer of informative text gives information about a topic. The information may include facts, details, or examples. The writer chooses how he or she wants to present this information to the reader.

The writer of an informative text chooses text features, such as chapter headings and captions, to help readers understand his or her writing. A writer also can choose to include diagrams, photographs, and illustrations to add additional information or clarify facts that are important for readers to understand.

Explain that writers use what they think is the best way to convey information to their readers. Use *The Life Cycle of an Apple Tree* to discuss the choices the writer made in creating this book.

- Why do you think the writer chose to include the heading “Growing” on page 48?
- Why is there a photograph of a tree with flowers on page 49?
- Why do you think the writer included a diagram on pages 56–57?
- Does the title of the diagram help you understand it? How?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer made choices in text features and in adding photographs and a diagram to her book.

Display p. 52 of *The Life Cycle of an Apple Tree* and read aloud the chapter head and following text.

Apples!

Apples grow all summer
and turn red in fall.
They are ripe
and ready to be picked.

The writer gives readers an idea of what this part of the book is about by including the head “Apples!” The exclamation mark shows that the writer thinks this is an exciting event.

Display p. 56 and read the diagram title and captions aloud.

How Apple Trees Grow

seeds young tree blossoms apples

The writer explains the diagram in the title. The photographs and the captions are an easy way for the reader to recall the life cycle that was explained in the book.

Explain to children that they can use the title of the diagram, the captions, and the photographs to understand the life cycle of an apple tree. Discuss how this is an easy way to review all the information that they read in the book's text.

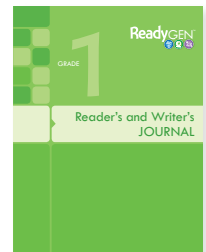
CONVENTIONS Use Prepositions in Phrases

TEACH AND MODEL Explain that words such as *in*, *on*, *into*, *to*, *under*, and *toward* are often used with other words (in phrases) to tell where something or someone is or goes. For example: Water soaks *into the seeds*. A shoot grows *toward the sun*.


Put all the eggshells **in an egg carton**.
The seeds start to grow **under the soil**.
Branches grow **on the trunk**.

The phrases in these sentences tell where something goes or where it is.

APPLY Ask children to think of complete sentences that include phrases, such as *under the soil*, *from seeds*, and *inside apples*. Write the sentences on the board and have children suggest additional sentences that might be made from these phrases. Brainstorm other phrases beginning with *in*, *on*, *into*, *to*, *under*, or *toward*. Then have children write their own sentence using one of these prepositional phrases. For further practice, have children do the Lesson 12 activity on p. 236 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative/explanatory writing task.  W.1.7

Add text features and illustrations to informative writing on a plant life cycle.



Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that today they will add text features to the writing they did in Lesson 11. Remind them that they did shared research on the life cycle of a plant and wrote an informational piece. Have groups find the writing they did. Discuss how they might add text features to their pieces to make them clearer. Together, list the text features you have discussed:

- Chapter headings
- Pictures, such as photographs or drawings
- Captions to explain the pictures
- Diagrams
- Titles and labels for diagrams

WRITE TOGETHER Display a sample informative piece such as the one below. Use it to model how to add text features.

A pumpkin plant starts as a seed. When the seed is in soil, it sprouts. A seedling grows out of the soil.

The seedling turns into a vine. It grows along the ground. The vine has big green leaves. Flowers grow on the vine.

The flowers dry up and fall off, and the pumpkins grow. The pumpkins are small and green at first, but they grow bigger. When the pumpkins are big and orange, we pick them to eat.

Pumpkins have lots of seeds in them. If the seeds are planted in the ground, new pumpkin plants will grow.

Ask children how you could divide this text into chapters with chapter heads. For example, you could use *Pumpkin Seeds*, *Pumpkin Plants*, and *Pumpkins!* as your heads.

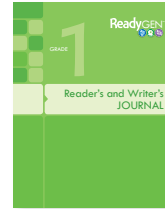
Discuss how pictures could make the text easier to understand. For example, you could draw a picture of the seed sprouting, a seedling, a vine with leaves and flowers, a small green pumpkin, and a large orange pumpkin.

Sketch a diagram in the form of a circle, with small pictures of a seed, seedling, plant, flower, and fruit, connected by arrows to show the life cycle of a plant.



Independent Writing Practice

PLAN You may choose to have children work in their research groups or on their own. Tell them to create a final informational piece on the life cycle of the plant they researched, including text features such as chapter heads, pictures, and a diagram. If they work in groups, have each child choose one step in the plant life cycle to illustrate. Have children plan their work using p. 240 in their *Reader's and Writer's Journal*.



INDEPENDENT

WRITE Children will rewrite the piece they wrote for Lesson 11, adding more details if necessary and organizing the information into chapters with chapter heads. Tell them to draw pictures to illustrate the information and add a diagram. Have children use words such as *in*, *on*, *into*, *to*, *under*, and *toward* to create phrases that tell where something is or goes.

USE TECHNOLOGY If available, have children use tablets or a computer to search the Internet for images of plants and seeds that they could use to illustrate their writing.

Writing Wrap-Up



Ask volunteers in each group to share their writing with the class. Discuss how the life cycle is the same and different for each plant. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ILLUSTRATIONS Children who have strong drawing or technical skills may want to play a prominent role in illustrating and/or creating diagrams. Encourage their leadership in this area.

STRATEGIC SUPPORT

STEPS IN A PROCESS Have children who struggle with choosing a step in the life cycle work with a partner. Feedback from one listener will help children understand what is involved in selecting one part of a group effort.



OBJECTIVES

Write an explanatory text about how a seed grows. **W.1.2**

Introduce the topic and include facts. **W.1.2**

Provide a sense of closure. **W.1.2**

Performance-Based Assessment

TASK

STEPS IN A SEQUENCE

Children will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to create their own book that includes at least three steps that show how a seed grows.

Children will:

- a. introduce the topic: how a seed grows.
- b. write the steps from seed to plant.
- c. supply some facts about the topic.
- d. use temporal words to demonstrate the sequence.
- e. provide a sense of closure.

Children will draw detailed pictures and publish their books (or create an electronic version).

See p. 282 for a reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers make connections between ideas and information?* and *How do writers write to explain information to others?*

REVISIT THE TEXT Remind children that *The Life Cycle of an Apple Tree* and *How a Seed Grows* explain and illustrate the step-by-step sequence of how a seed becomes a plant. The writers of these texts have different ideas about presenting their topic and choose different ways to share information with their readers.

Apple seeds need sunlight, soil, water and warmth.
— *The Life Cycle of an Apple Tree*, p. 46

A seed needs many things to grow.
It needs soil
and water
and sun.
— *How a Seed Grows*, pp. 28–29



Although the writers chose different ways to explain the information, the facts about how seeds grow are the same. Each text explains the step-by-step process of seeds growing into plants. Tell children they will use what they learned in these texts to write their own books that show some of the steps from seed to a plant. Explain that they will use their own ideas of how to share this information with their readers.

Set-Up

ORGANIZATION

Have children use the diagrams on pp. 18–26 of *How a Seed Grows* as a resource for writing their books. Discuss how the growth of a seed is presented in great detail in the book. Have children decide which steps are critical to include in their books so that their readers will understand what happens when a seed is planted. Tell children to refer to *How a Seed Grows* as they write their step-by-step books.

MATERIALS

- *How a Seed Grows*
- pencils
- paper
- tablet for digital publishing (if available)

BEST PRACTICES

- Provide clear expectations by supplying a writing model for children.
- Consult with children on which steps they will include in their book.
- Circulate and ask questions as children write independently.

Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details expectation for this project.

WRITING TASKS To help children decide which steps to include in their books, summarize and list the steps from *How a Seed Grows*, such as: *the seed grows fat*, *the skin pops off*, *root starts to grow*, etc. Then have children choose the most important steps to summarize the process.

EDITING TASKS Have children pay special attention to noun/verb agreement in their book. Remind them that -s is often added to a verb to match a singular noun (A seed *grows*). Also remind children to use the correct ending punctuation for the types of sentences they will include in their book.

GRAPHIC ORGANIZERS Label a four-column chart with Step 1, Step 2, Step 3, and Step 4 and have children use the chart to organize their ideas before they begin to write.

Performance-Based Assessment

Grade 1 • Unit 4 • Module B

TASK

Steps in a Sequence

How does a seed grow?

Write a book that shows how a seed becomes a plant.

Remember to:

- introduce your topic: how a seed grows.
- write three or more steps.
- include some facts about seeds in the steps.
- use words like *at first*, *then*, and *at last*.
- include a sentence as an ending.

Draw pictures to go with the steps you write. Share your book.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Topic is clearly conveyed and well supported; response is focused.	Steps in a sequence are clear and cohesive.	Steps include numerous facts and details.	Steps are clearly and effectively conveyed, using domain-specific vocabulary.	Command of verb/noun agreement and sentence punctuation is strongly demonstrated.
3	Topic is adequately supported; response is generally focused.	Steps in a sequence are clear though minor flaws may be present.	Steps include adequate number of facts and details.	Steps are adequately conveyed and may include domain-specific vocabulary.	Command of verb/noun agreement and sentence punctuation is sufficiently demonstrated.
2	Topic is somewhat supported; lacks focus or includes unnecessary material.	Organization is inconsistent, and flaws are apparent.	Insufficient inclusion of facts and details.	Steps are unevenly conveyed and lack domain-specific vocabulary.	Command of verb/noun agreement and sentence punctuation is uneven.
1	Response is confusing, unfocused; topic is insufficiently supported.	Organization is poor or nonexistent.	Facts and details are not included.	Steps are conveyed in a vague, unclear, or confusing manner.	There is very little command of verb/noun agreement and sentence punctuation.
0	Possible characteristics that would warrant a 0: • No response is given. • Response is unintelligible or off topic.				

Presentation

AUTHOR CELEBRATION Children share their books in a paper or electronic format.

Children will now have an opportunity to see how their classmates have used their ideas to share information on the same topic: how a seed grows.

- Display the books so that children will see the variety of illustration choices that were made by the authors of the books.
- Discuss the steps that were chosen by the authors and which steps are common to most of the books. Have children explain or defend why they chose certain steps to include in their book.
- If computer tablets are available to children in your class, have children present their books in this format to small groups.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) based on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle with writing steps in a sequence,
then...provide them with a graphic organizer (such as a four-column chart) with temporal words added to each column (for example: *first*, *next*, *then*, and *at last*) to help children order the sequence.

If...children struggle with adding details to the sequence,
then...have them consider what caused the changes in each step of the sequence and add this information to the step.

If...children need more practice with temporal words,
then...add additional words to a posted list that children can access as they write.

If...children need extra support in verb/noun agreement or sentence punctuation,
then...conference with them to edit and revise their books to master these conventions.

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Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• Comprehension• Vocabulary	<ul style="list-style-type: none">• Writing	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• Comprehension	<ul style="list-style-type: none">• Vocabulary• Writing	
THREE SESSIONS	<ul style="list-style-type: none">• Comprehension	<ul style="list-style-type: none">• Vocabulary	<ul style="list-style-type: none">• Writing

DURATION The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will read a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that they must fill in the bubbles next to their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

SCORING THE WRITING PROMPT The Writing section requires children to respond to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.


GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and using the passage to locate information. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, and using context clues to determine the meanings of unknown words. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

Scoring Information

 **UNIT 4 • COMPREHENSION**

Comprehension Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. What is the main idea of the passage?

☒ Farmers grow crops and raise animals.

☐ Farmers have cows on their farms.

☐ Farmers work outside all of the time.

2. What can you learn from this passage?


☐ how to grow crops

☐ why people like oatmeal

☒ what farmers do

COMMON CORE LEARNING STANDARDS
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 2. Identify the main topic and retell key details of a text. Informational Text 7. Use the illustrations and details in a text to describe its key ideas.

Unit 4 • End-of-Unit Assessment **TR13**

 **UNIT 4 • COMPREHENSION** *Continued*

3. How are oats different from corn?

☐ Oats are grown on farms.

☒ Oats are made into oatmeal.

☐ Oats are fed to animals.

4. Why do farmers spend much of their time outside?


☐ They have to take their crops to the store.

☐ They do not like being inside the house.

☒ They need to care for the crops and animals.

COMMON CORE LEARNING STANDARDS
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 7. Use the illustrations and details in a text to describe its key ideas.

TR14 Unit 4 • End-of-Unit Assessment

 **UNIT 4 • COMPREHENSION** *Continued*

5. What animal does a farmer raise for milk?

☐ pig

☒ cow

☐ chicken

6. Why do crops need rain?


☒ to help them grow

☐ to keep them clean

☐ to cool them down

COMMON CORE LEARNING STANDARDS
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Unit 4 • End-of-Unit Assessment **TR15**


UNIT 4 • VOCABULARY

Vocabulary Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. "Some farmers grow crops." What is the meaning of the word "crops"?

☐ cows and sheep
☒ plants we eat
☐ very small farms


2. The word "raise" has many meanings. What does "raise" mean in the following sentence?

"Other farmers raise animals."

☒ take care of
☐ lift up
☐ make larger

COMMON CORE LEARNING STANDARDS
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

TR16 Unit 4 • End-of-Unit Assessment


UNIT 4 • VOCABULARY *Continued*

3. "Soon small plants pop out of the ground." What do the words "pop out of" mean?


☐ fall onto
☒ break through
☐ make noise in

4. "The farmers watch over their animals." How could a farmer "watch over" an animal?

☐ by planting corn and oats
☐ by drinking milk
☒ by feeding a cow

COMMON CORE LEARNING STANDARDS
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Unit 4 • End-of-Unit Assessment **TR17**


UNIT 4 • VOCABULARY *Continued*

5. "They spend much of their time outside." What does this sentence mean?

☐ Farmers pay money for animals that can live outside.
☐ Farmers are very tired after being outside in the sun.
☒ Farmers work outside for many hours each day.

6. "They cook oatmeal and enjoy eating it with milk on top." What word from the sentence does "it" take the place of?

☒ oatmeal
☐ milk
☐ top

COMMON CORE LEARNING STANDARDS
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 1.6. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

TR18 Unit 4 • End-of-Unit Assessment

Scoring Information

Writing Answer Key

DIRECTIONS: Read the prompt. Then write a response in complete sentences.

PROMPT: Pretend you are a farmer like the ones in the passage. Tell a friend what you did today on your farm. Use ideas from the passage in your sentences. Use words such as “first,” “next,” and “last.”

POSSIBLE RESPONSE: Today I woke up early. First, I had to feed the animals. Next, I had to water my crops. Last, I sold my corn at the store.

RUBRIC FOR WRITING

2	Response accurately recounts events that happened on the farm, using details from the passage. Response correctly uses temporal words to signal event order.
1	Response accurately recounts at least one event that happened on the farm, using details from the passage. Response uses temporal words to signal event order but some may be used incorrectly.
0	Response does not recount events that happened on the farm. Response does not use temporal words.

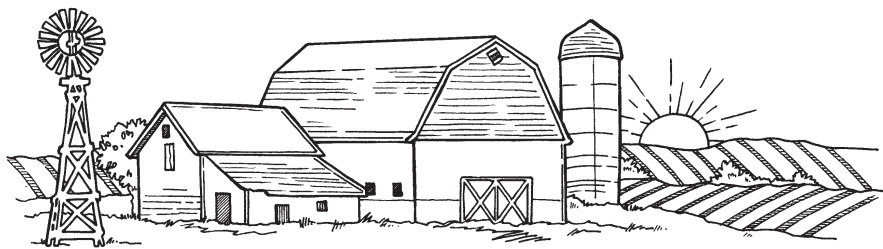


Name _____

Passage

Directions: Read the following passage. Then answer the questions that follow.

Farmers



Farmers work on farms.
Most farms are in the country.
Farmers give people many different kinds of food.
Some farmers grow crops.
Other farmers raise animals.

Crops are the plants farmers grow for food.
Farmers plant most crops in the spring.
They put seeds in the ground.
Soon small plants pop out of the ground.
The plants grow and grow.

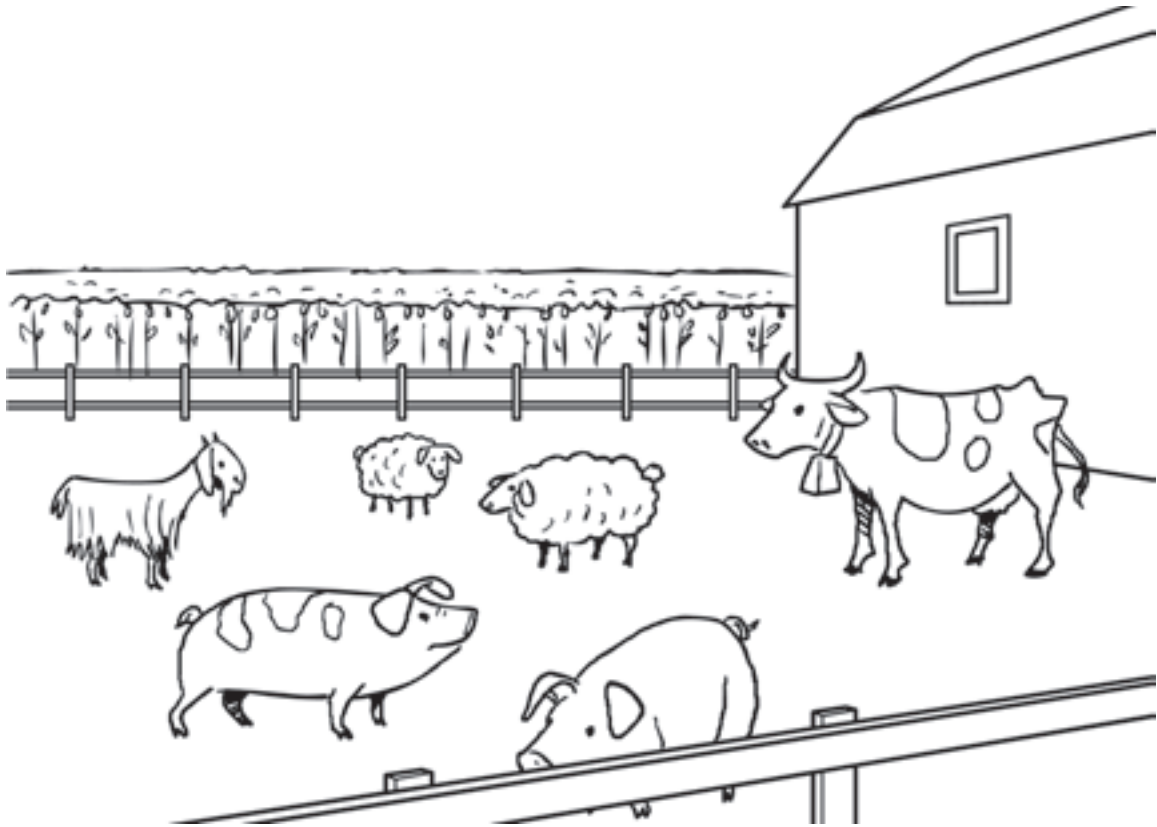
All plants need sunlight and rain.
Light and water help the plants grow big.
When the crops are ready, the farmers pick them.
The crops can be sold in stores.
They can be made into different kinds of food.



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One crop that farmers grow is oats.
Farmers feed oats to their animals.
People eat oats too.
They cook oatmeal and enjoy eating it
with milk on top.
Oatmeal is in some cookies too.

Another crop that farmers grow is corn.
There are two kinds of corn.
Farm animals eat one kind.
The other kind is called sweet corn.
People eat sweet corn.



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Some farmers raise animals.
The farmers watch over their animals.
They make sure the animals are safe.
The farmers make sure the animals get the food
and water they need.

Some farmers raise cows.
Cows give people milk.
People get meat from cattle too.
Pigs, sheep, and goats live on some farms.
Chickens live on some farms too.
Chickens lay eggs that people eat.
People also eat chickens.



Farmers must get up early in the morning to do their work.

They spend much of their time outside.

They take care of their crops and animals.

If you like being outside and working hard, you might be a good farmer.



Comprehension

Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. What is the main idea of the passage?

- ☐ Farmers grow crops and raise animals.
 - ☐ Farmers have cows on their farms.
 - ☐ Farmers work outside all of the time.
-

2. What can you learn from this passage?

- ☐ how to grow crops
- ☐ why people like oatmeal
- ☐ what farmers do

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions about key details in a text. **Informational Text 2.** Identify the main topic and retell key details of a text. **Informational Text 7.** Use the illustrations and details in a text to describe its key ideas.



3. How are oats different from corn?

- ☐ Oats are grown on farms.
 - ☐ Oats are made into oatmeal.
 - ☐ Oats are fed to animals.
-

4. Why do farmers spend much of their time outside?

- ☐ They have to take their crops to the store.
- ☐ They do not like being inside the house.
- ☐ They need to care for the crops and animals.

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions about key details in a text. **Informational Text 7.** Use the illustrations and details in a text to describe its key ideas.



5. What animal does a farmer raise for milk?

- ☐ pig
 - ☐ cow
 - ☐ chicken
-

6. Why do crops need rain?

- ☐ to help them grow
- ☐ to keep them clean
- ☐ to cool them down

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions about key details in a text. **Informational Text 3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.



Vocabulary

Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. “Some farmers grow crops.” What is the meaning of the word “crops”?

- ☐ cows and sheep
 - ☐ plants we eat
 - ☐ very small farms
-

2. The word “raise” has many meanings. What does “raise” mean in the following sentence?

“Other farmers raise animals.”

- ☐ take care of
- ☐ lift up
- ☐ make larger

COMMON CORE LEARNING STANDARDS

Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.



3. “Soon small plants pop out of the ground.” What do the words “pop out of” mean?

- ☐ fall onto
- ☐ break through
- ☐ make noise in

4. “The farmers watch over their animals.” How could a farmer “watch over” an animal?

- ☐ by planting corn and oats
- ☐ by drinking milk
- ☐ by feeding a cow

COMMON CORE LEARNING STANDARDS

Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.



5. “They spend much of their time outside.” What does this sentence mean?

- ☐ Farmers pay money for animals that can live outside.
- ☐ Farmers are very tired after being outside in the sun.
- ☐ Farmers work outside for many hours each day.

6. “They cook oatmeal and enjoy eating it with milk on top.” What word from the sentence does “it” take the place of?

- ☐ oatmeal
- ☐ milk
- ☐ top

COMMON CORE LEARNING STANDARDS

Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Language 1.d.** Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.



Name _____

Pretend you are a farmer like the ones in the passage. Tell a friend what you did today on your farm. Use ideas from the passage in your sentences. Use words such as “first,” “next,” and “last.”

This image shows a full page of handwriting practice paper. It contains ten identical sets of horizontal guidelines arranged vertically. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Think-Pair-Share/Paired Discussion Routine



COMMON CORE CONNECTIONS

RL.1.1; RI.1.1; SL.1.1

Rationale

TEAM TALK

Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **Thinking**—Children have time to think about something they read.
- **Pairing**—Children take turns expressing key ideas with a partner.
- **Sharing**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which helps address the needs of both the quiet child and the over-eager child. Pairing gives children an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share Routine provides children with structured support as they engage in text-reliant conversations. Ask children thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What is the main topic? What parts of the text help you know the main topic?
- How does the character act when he faces a challenge? What words tell you that?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *On page 10, the text says _____. This tells me that _____.*
- Describe how you use key vocabulary in your response. For example, *On page 4, the author used the word screamed. That word helps me understand that the character was frightened.*
- **COLLABORATE** Teach children how to use appropriate language to respond to the views expressed by others. For example, *I agree with you. I think that _____. or I don't agree with you because I think that _____.*

COLLABORATE Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it's time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they become ready to participate.

Think-Pair-Share/Paired Discussion Routine



THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to children. You might begin by saying, *In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to share their ideas with the class.*
- 2** Pair children randomly with classmates sitting nearby, or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and engage in eye contact with each other. Remind children that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which children may respond to their partners by saying, *I agree with you. I thought something similar when ____.* or *I don't agree with you because I remember reading ____.* or *I think the author is trying to tell readers ____ because the text says ____.*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor children's conversations by listening briefly to each pair. Offer prompts to focus their attention on or encourage them to look at the text to find evidence to support their answers. For example, *Explain your thoughts more. What part of the text helped you to draw that conclusion?* or *Find the words the author used to describe the character.*
- 8** When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly one key point that they would like to share with their classmates. You may ask them to write this key point. Then have volunteers present their pair's key idea to the class. Keep track of the children who act as spokespeople so you can encourage different children to act as spokesperson with each pairing activity.



Going Deeper

The following are additional activities to do with children once they are familiar with the Think-Pair-Share/Paired Reading Routine.

- **COLLABORATE** Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner's ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about ____*, as well as make comparisons, such as *I understand your point about ____, but I think ____*.
- **COLLABORATE** At the end of the conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *I gave our discussion a “thumbs up” because we each had different ideas. Your ideas helped me to think about the text in a new way.*

Tips and Tools

Encourage children to use key vocabulary from the text in their retellings.

COLLABORATE As children rate their conversations, encourage them to focus on specific contributions made by their partners.

Whole Class Discussion Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3; RI.1.1, RI.1.2, RI.1.3; SL.1.1, SL.1.2, SL.1.3, SL.1.6

Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, they are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion Routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some examples of engaging questions:

- What questions do you still have about the text? What prompted you to ask that question?
- What might you tell a friend about the text? Name the most interesting part to share.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for children to add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more!*
- Teach children how to use appropriate language to respond to the views expressed by other children. For example, *I agree with you. I think that ____.* or *I don't agree with you. I think that ____ because the text says ____.*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

Whole Class Discussion Routine



THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to children. Here is an example: *We are going to talk about this book together. Let's focus on _____. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you can add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about _____ for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children time to think before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they share their thoughts.
- 4** As children add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps children develop their contributions more fully. For example, *Tell me more about what you are thinking.*
 - Ask children to point out text evidence that substantiates their responses. For example, *What words in the text help you know that?* This helps children internalize the text and understand that it is important to support what they say with evidence from the text.
 - If children provide an opinion, ask other children to share their opinions in response. For example, *What do you think about that opinion? What is your opinion?* Encourage children to support their opinions with valid reasons.
- 5** As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text.*
- 6** Summarize one or two of the most important points discussed. Reviewing the conversation for children in this way will help strengthen their new or revised understandings about the text.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Whole Class Discussion Routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *That's an interesting point. What made you think that?*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *I have never been to a different country. I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better.*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.

Small Group Discussion Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3; RI.1.1, RI.1.2, RI.1.3; SL.1.1, SL.1.2, SL.1.3

Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify understandings of the text. These discussions allow children to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage children in text-based discussions:

- What words describe what the character is like?
- What part of the text tells you about the steps for growing a bean plant?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for children to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [Find the events that happened first, next, and last in the story.](#)
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [This part of the text tells about what happened after the fire.](#)
- Teach children how to use appropriate language to respond to others' views. For example, [I agree with you. I think that ____.](#) or [I don't agree with you because I think that ____.](#)

Engage children in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as children participate.

Small Group Discussion Routine



THE ROUTINE

- 1** Introduce the Small Group Discussion Routine to children. Here is an example:
You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.
- 2** Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have children sit in a circle so that they can see and hear each other. Remind children to engage in eye contact as they take turns talking.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** follows up with questions after a group member shares a response
 - **Reporter:** reports about the overall group discussion.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to find evidence to support their answers. Tasks may include using the text and a graphic organizer to record their thinking. Suggestions are found in the teaching lessons.
- 6** State any parameters you have set, such as **Talk in your groups for the next 10 minutes.**
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, **I agree with you. I thought something similar when ____.** or **I don't agree with you because I remember reading ____.**
- 8** Stop by each group to monitor children's conversations. If children aren't engaged in rich discussion, offer conversation prompts. For example, **Show me the part of the text that supports your opinion.** or **Tell me about the character. What words does the author use to describe the character?**
- 9** As the end of the allotted time nears, remind children of the task. You might say, **In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.** Encourage the Reporter to rehearse what he or she will say.



Going Deeper

The following are additional activities that you may choose to do with the children once they are familiar with the Small Group Discussion Routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask during group discussions. For example, *What made you think that?* *What more can you tell us about that event?*
- At the end of a Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.

Read Aloud Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.10

Rationale

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier due to the support of the proficient reader. Children are free to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual children who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand children's knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for the main characters that we are introduced to.*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *That diagram helped me better understand the information in the text about ____.*
- Describe how key vocabulary deepens your understanding of the text. For example, *I knew Tony was really happy because the author used the phrase delighted beyond words.*
- As children respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that ____.* or *I don't agree with you because I think that ____.*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day, or as long as 15 minutes to engage in a rich piece of literature.

Read Aloud Routine



THE ROUTINE

- 1** Introduce the Read Aloud Routine to children. Here is an example: I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as This text is broken into different parts. Each part will tell us about a fruit or vegetable. Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understanding of the text. Engage children in brief conversations by asking questions, such as What do we know about the main character now? You may also model your own thinking aloud. For example, I learned something new. I did not know that grasshoppers had five eyes.
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, In what part of the book did we learn about pumpkin plants? or How did Alex react when his grandma surprised him? Ask questions to confirm understanding, such as What happened in this part? You could also model how to clarify understanding. For example, I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections to other texts. For example, *In what ways does the main character remind you of a character in another book?*
- At the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

Tips and Tools

Higher-level thinking questions and open-ended questions do not ask for one particular or specific answer. Instead, they require children to think about the text before responding. Children's answers should be in-depth, and children should be able to refer to the text for evidence to support their responses.

Here are some sample higher-level thinking question ideas and stems:

- Predict what would happen to this character if _____.
- Determine why the author chose this setting.
- How are _____ and _____ alike? How are they different?
- How can you categorize these words?
- How could you better organize the information in this text?
- Summarize the main ideas and key details in this text.

Shared Reading/Read Together Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.10; SL.1.1, SL.1.2, SL.1.3

Rationale

The Shared Reading/Read Together Routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

Tips and Tools

TERMS TO KNOW

gradual release model The gradual release model is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the child.

text challenge A text challenge is anything about a text that may be difficult for children, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for words that tell about the how the main character feels.*
- Remind children that because you are reading the text together, they are to be active readers along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *I have to think carefully about the order in which the story events happen so I can better understand the story.*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- **COLLABORATE** As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons to give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive and can build children's oral vocabularies as well.

Tips and Tools

Monitor Progress Keep a list of children's names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant children to show their active reader participation.

TERMS TO KNOW

active readers *Active readers* participate by following along or reading silently while the teacher reads, or taking turns reading portions of the text aloud.

Shared Reading/Read Together Routine



THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works. For example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4** Stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What is something new that you learned?* or *Where does this story take place?* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5** After completing the Shared Reading/Read Together, discuss the text's overall meaning or main idea. Then ask open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Shared Reading/Read Together Routine.

- **COLLABORATE** As you return to familiar literary text, invite children to role-play the characters. When you return to a familiar informational text, have volunteers read aloud captions for photos.
- Always encourage children to read along with you as they feel comfortable.
- **COLLABORATE** After reading, have pairs discuss their “Aha!” moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.10; RF.1.4

Rationale

Independent Reading is reading children do on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. For beginning readers, Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of your daily classroom activities is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts, both literary and informational, and assess that children understand what they read on their own.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *As you read your informational texts, pay attention to the text features, such as headings. How are they helpful?*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *What word did you come across that you didn't know? What did you do? I would read on to see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?*
- **COLLABORATE** As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

Independent Reading Routine



THE ROUTINE

- 1** Introduce the Independent Reading Routine to children. For example, *Now you get to read a book of your choice. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2** Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might have children read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individual children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *What is the main idea of the text?* or *How did you figure out the meaning of this word?*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Have children reflect on their reading by drawing a picture of the main topic or writing a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Independent Reading Routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- **COLLABORATE** Have children work with partners to describe what they have read or to tell others why they should read that book.

Text Club Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.K.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10; SL.1.1, SL.1.2, SL.1.3, SL.1.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn personal responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs:

- Consider the reading abilities of children. For children who are still unable to read independently, choose texts they can listen to on audio recordings while they follow along. You could also invite volunteers or older students to read the Text Club books to children before their Text Club meetings.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards that define each role's responsibilities.
- Preview titles by providing an interesting question about the text or reading a few pages aloud.
- As children first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess children's progress during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performances through checklists and conferences with you.

Text Club Routine



THE ROUTINE

- 1** Introduce children to Text Clubs. Here is an example: *For Text Club, you will each read the text on your own. Then, your Text Club will share your thoughts with each other. For example, you might talk about a character or an interesting fact that you learned. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** finds new, interesting, or challenging vocabulary words
 - **Connector:** looks for connections between the Text Club text and other texts
 - **Summarizer:** shares a short summary of the book being discussed
 - **Art Director:** creates a drawing or diagram connected to the reading
- 3** Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time. For example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5** Children meet to discuss the text. They might meet only one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *What was the most interesting fact you learned?* or *Which character reminded you of another character?*
- 6** After Text Club discussions, have groups share the texts with the entire class.
- 7** Debrief with each Text Club to assess children's comprehension and group interactions. Ask children to rate their discussions with a "thumbs up" or "thumbs down" and explain their reasons.



Going Deeper

You may choose to do these activities once children are familiar with the Text Club Routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as **I shared _____;**
I learned _____; I like/dislike the book because _____.

Benchmark Vocabulary Routine: Informational



COMMON CORE CONNECTIONS

RI.1.4; L.1.4, L.1.5, L.1.6

Rationale

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter unfamiliar vocabulary in their reading. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when they encounter new words in complex texts.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms and they represent new and complex concepts. Children are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to deeper understanding and correct usage of those terms in oral language.



- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

root word A *root word* is a word that can't be broken into smaller words. For example, *port*, meaning *carry*, is the root word of *report*, *portable*, and *transport*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Informational

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences and internalize the word.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their speaking and writing. In addition, the more children know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



Tips and Tools

Word Maps

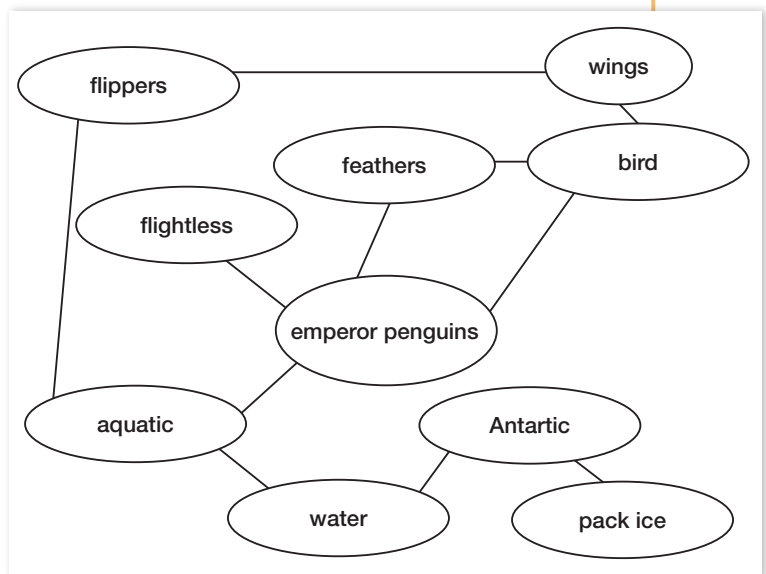
Semantic mapping is a word mapping strategy to engage students in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

TERMS TO KNOW

context clues *Context clues* are the words and sentences found around an unknown word that help readers understand the word’s meaning. Help children find examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

text features *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational, while other text features supplement content or present new information. Help children become familiar with text features such as a table of contents, headings, labels, captions, charts, diagrams, sidebars, a glossary, and an index.



Benchmark Vocabulary Routine: Informational



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud, and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, *“Leaves sprout on the trees”* is found in the text. You might share this sentence: *Young plants sprout from the ground.*
- 3** If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text states, *“Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.”* The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4** If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look the word up in a children’s dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5** Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts.
- 6** Encourage children to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you are better able to assess children’s understanding.
- 7** As children develop their conceptual vocabularies, point out opportunities for them to use new terms when writing in response to informational text.



Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words such as *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to that category, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it. An outline of a camel might have the words *desert*, *hot*, *sand*, and *hump* around it.

Tips and Tools

Children are often challenged by the vocabulary of informational texts because the words are unfamiliar and represent complex concepts. By creating word maps, children have access to a visual network of words, which leads them to see how ideas are connected. Teaching words as a network of ideas, teaching word parts, teaching examples and non-examples related to a new word, and helping children connect new vocabulary and their prior knowledge are strategies that foster understanding of how words work and prepare children to unlock meaning as they read increasingly complex texts.

Benchmark Vocabulary Routine: Literary



COMMON CORE CONNECTIONS

RL.1.4; L.1.4, L.1.5, L.1.6

Rationale

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Children need to recognize not only the features and functions of words, but they also need to begin making connections among words. This generative approach to vocabulary instruction will enable them to unlock the meanings of unknown words as they are presented with increasingly complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. However, these words are often new labels for known concepts. For example, in Eric Carle's *A House for Hermit Crab*, Carle writes, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is not likely a word first-grade children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words.



Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fan*, *bat*, and *line* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *actor*, and *react*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Pronounce the word and have children repeat it. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. If necessary, rephrase the meaning in language that is easier for children to understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



Tips and Tools

Context Clues

Point out to children that by reading on, the meaning of an unfamiliar word might be revealed to them. Robert McCloskey uses this technique to define *molt* in *Make Way for Ducklings*. “And only just in time, for now they were beginning to molt. All of their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.”

Benchmark Vocabulary Routine: Literary



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a children's dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3** Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example, *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight."* The use of *snug* in the first sentence fits the first definition: "He had felt safe and snug in his shell." The use of *snug* in the second sentence ("But now it was too snug.") fits the second definition. Now the word *snug* means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.
- 4** Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5** Help children list synonyms for the word. Then compare and contrast the word with those synonyms. *How is tight different from snug? How is comfortable different from snug?*
- 6** Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.
- 7** As their word knowledge expands, guide children to carefully consider word choice and nuances in word meaning as they incorporate new vocabulary when writing in response to literary text.



Going Deeper

You may choose to do these additional activities with children once they are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Create word webs and post them around the room for children to reference when they write. Add synonyms of the word, such as comfortable and tight for snug, or add morphological family members of the word, such as fright and frighten for frightening.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Benchmark Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

TERMS TO KNOW

synonym A *synonym* is a word that has almost the same meaning as another word.

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family rather than a word in isolation prepares children to make connections between words and determine word meaning.

Reading Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2; RI.1.1, RI.1.2; SL.1.1

Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Children come together as a community of readers to summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in the day's lesson. Children share their own insights about the text and are encouraged to add to what their classmates have said. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions with which you prompt children. Provide opportunities for children to share their opinions and ideas or to ask questions.



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, *Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index.*
- Teach children how to use language to respond to others' views. For example, *That was the part I thought was most interesting, too. Why did you find it so interesting?* or *I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?*

Reading Wrap-Up Routine



THE ROUTINE

- 1 Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read an informational text. An informational text tells about things that are real and true. This text is about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.*
- 3 Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *What is one thing you remember from what we read today? Which part of the text did you like best? Why did you like it?* or *Who do you know who is like this character? How are they alike?*
- 4 Encourage children to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we'll be finishing our story maps and drawing pictures of our favorite part of the text.*



Going Deeper

These additional activities may be done with children once they are familiar with the Reading Wrap-Up Routine.

- Before children share their observations in the Reading Wrap-Up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus and remember what they want to say before speaking in front of the group.
- **COLLABORATE** Have each child write one big idea from the lesson's reading. Have each child share that big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?*

Writing Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.1.1; RI.1.1; W.1.5; SL.1.1

Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Children come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the child sharing?



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up Routine.

- **COLLABORATE** Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus.*

Writing Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today we talked about choosing a topic for writing. You drew pictures of three things you might write about.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *What part of your classmate's writing was most interesting to you? Why?*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Preview how today's lesson will carry over to the next writing lesson. For example, *Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.*



Going Deeper

These additional activities may be done with children once they are familiar with the Writing Wrap-Up Routine.

- **COLLABORATE** Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up, and send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about the topic of the science lesson.*

Graphic Organizers

Cause and Effect

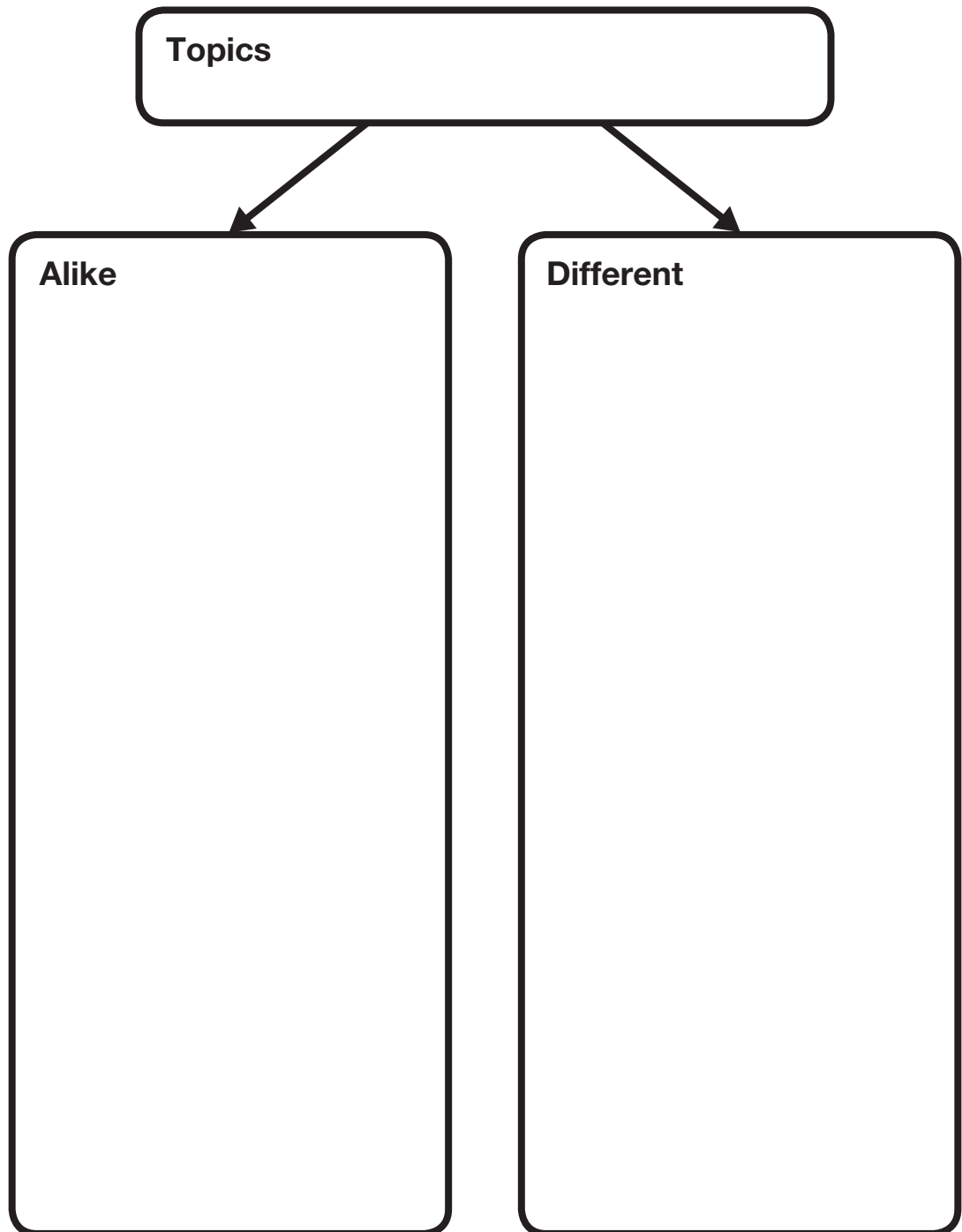
Causes

Effects

<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>

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Compare and Contrast



Graphic Organizers

Four-Column Chart

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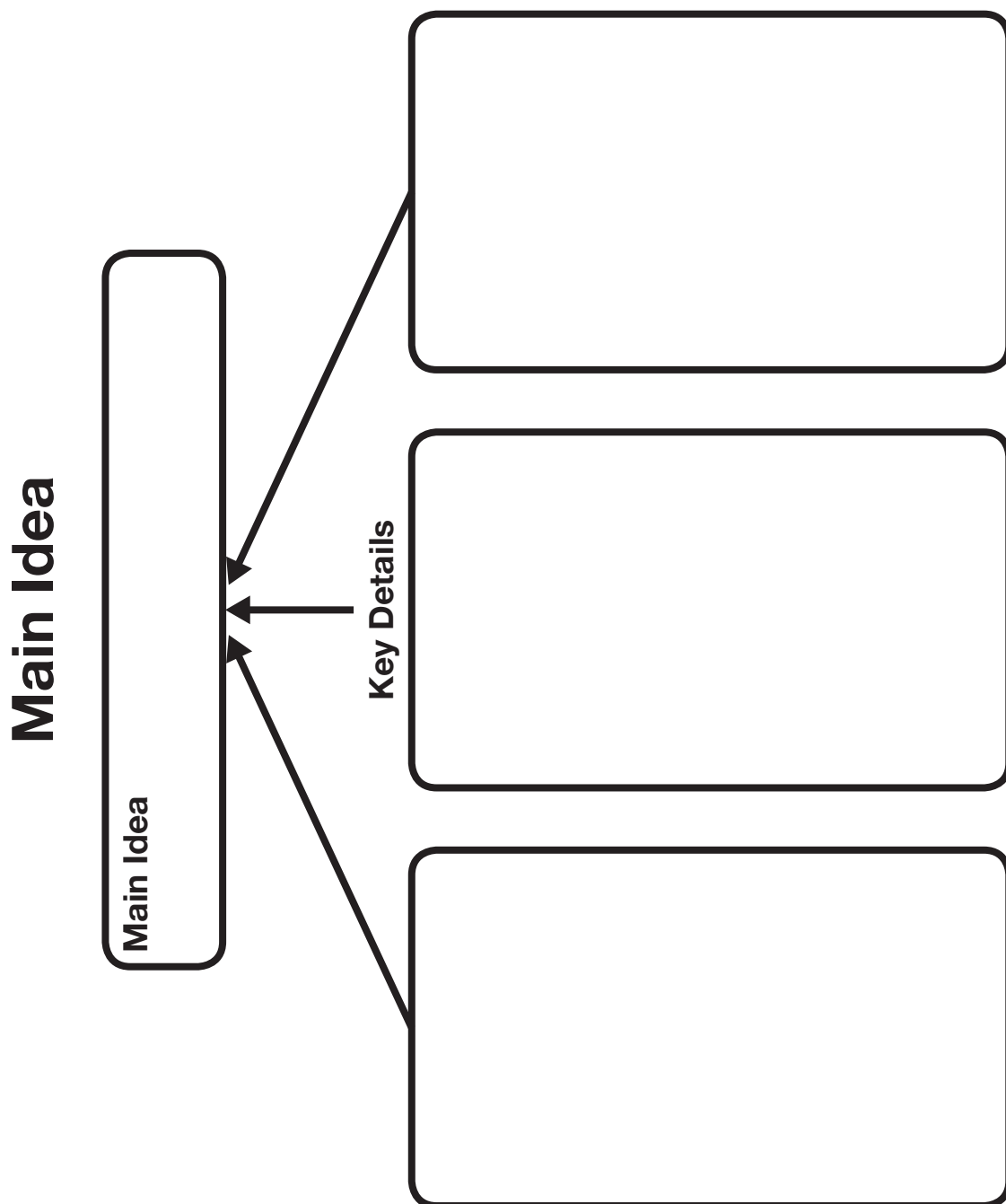
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K-W-L Chart

Topic _____

What We K now	
What We W ant to Know	
What We L earned	

Graphic Organizers



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Story Sequence A

Title _____

Beginning



Middle



End



Graphic Organizers

Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

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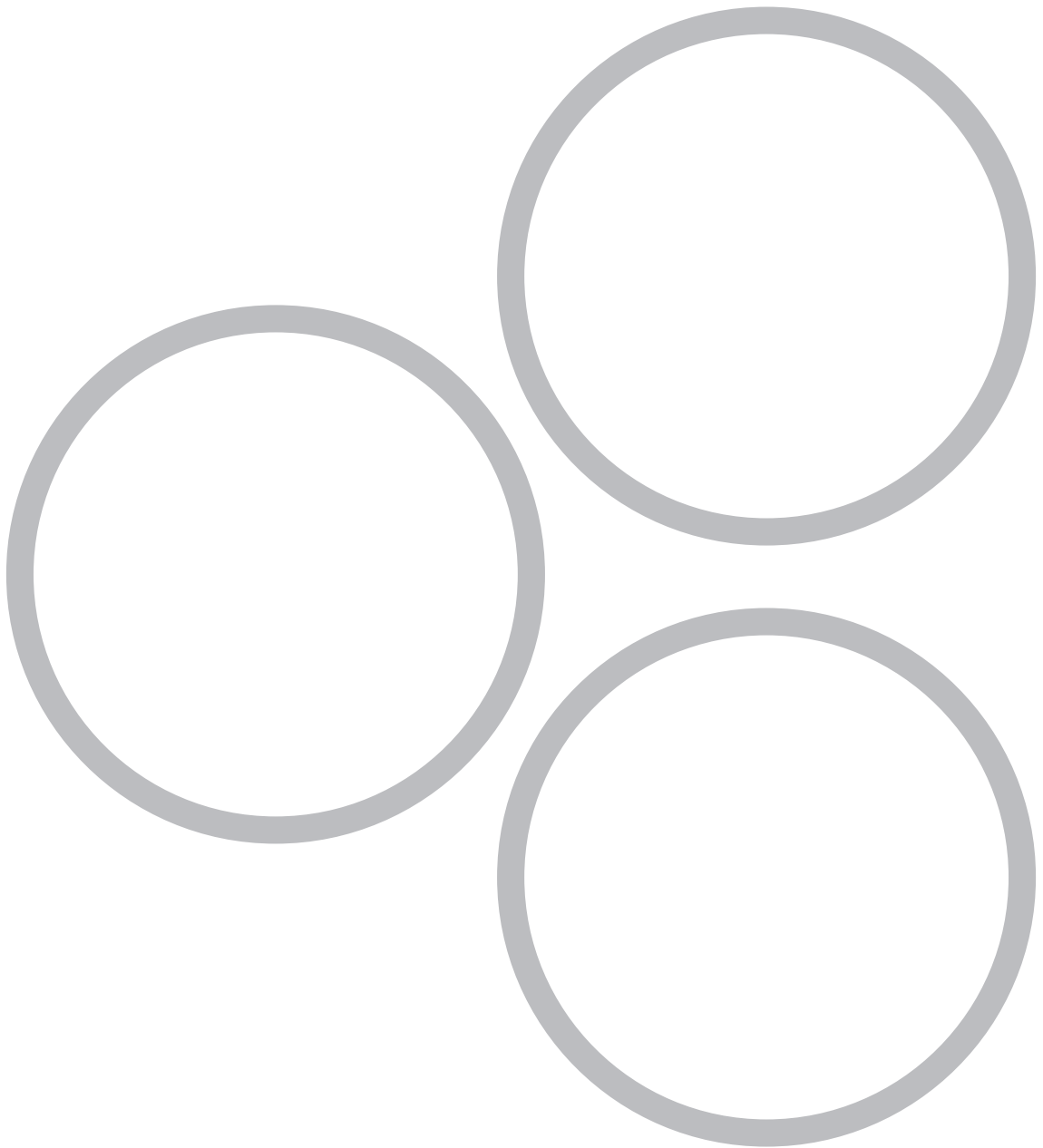
T-Chart

Graphic Organizers

Three-Column Chart

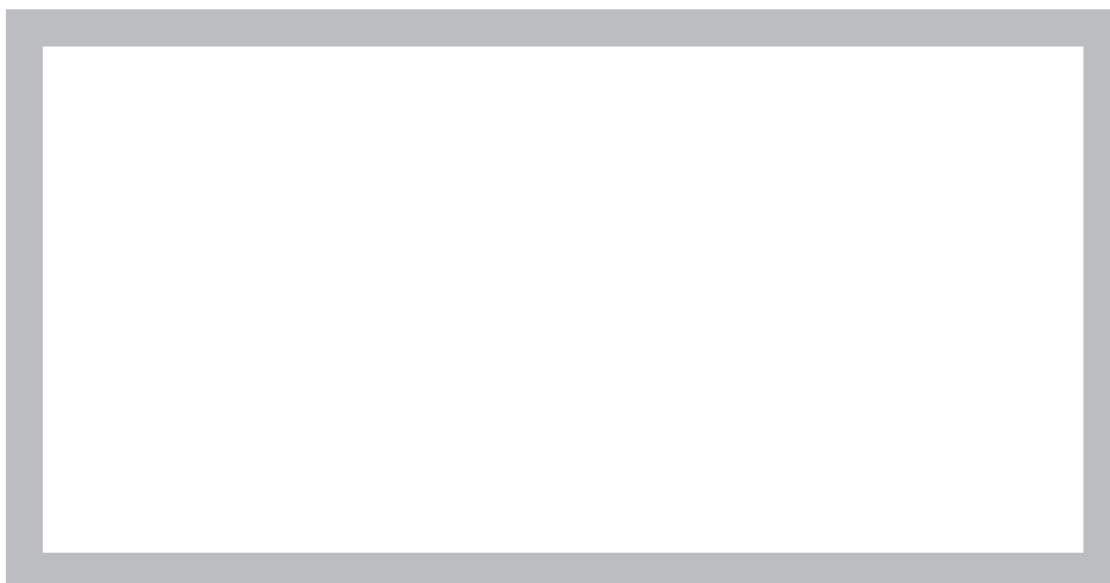
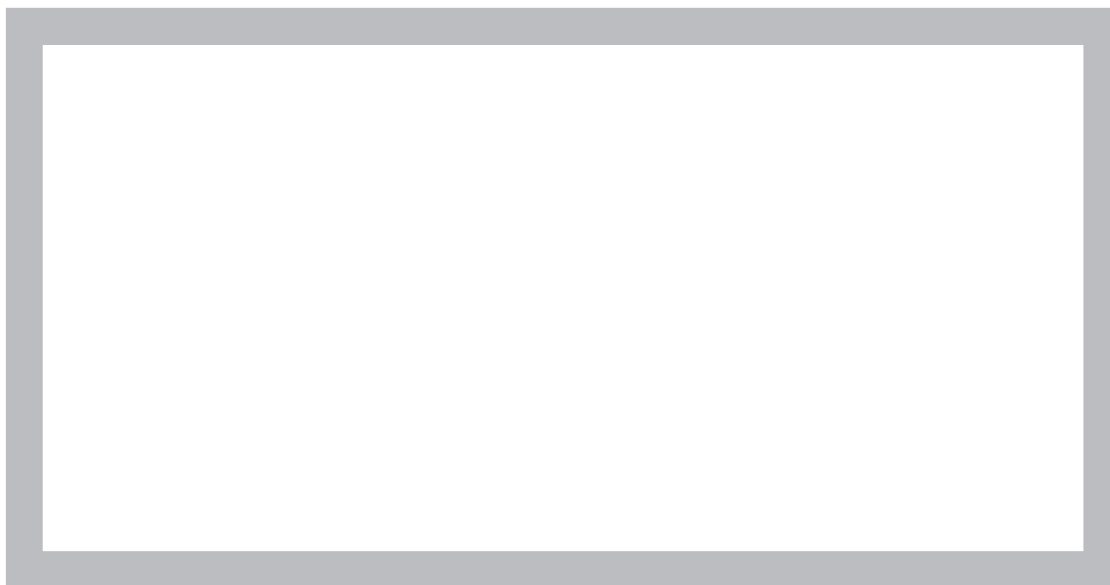
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Three Sorting Circles



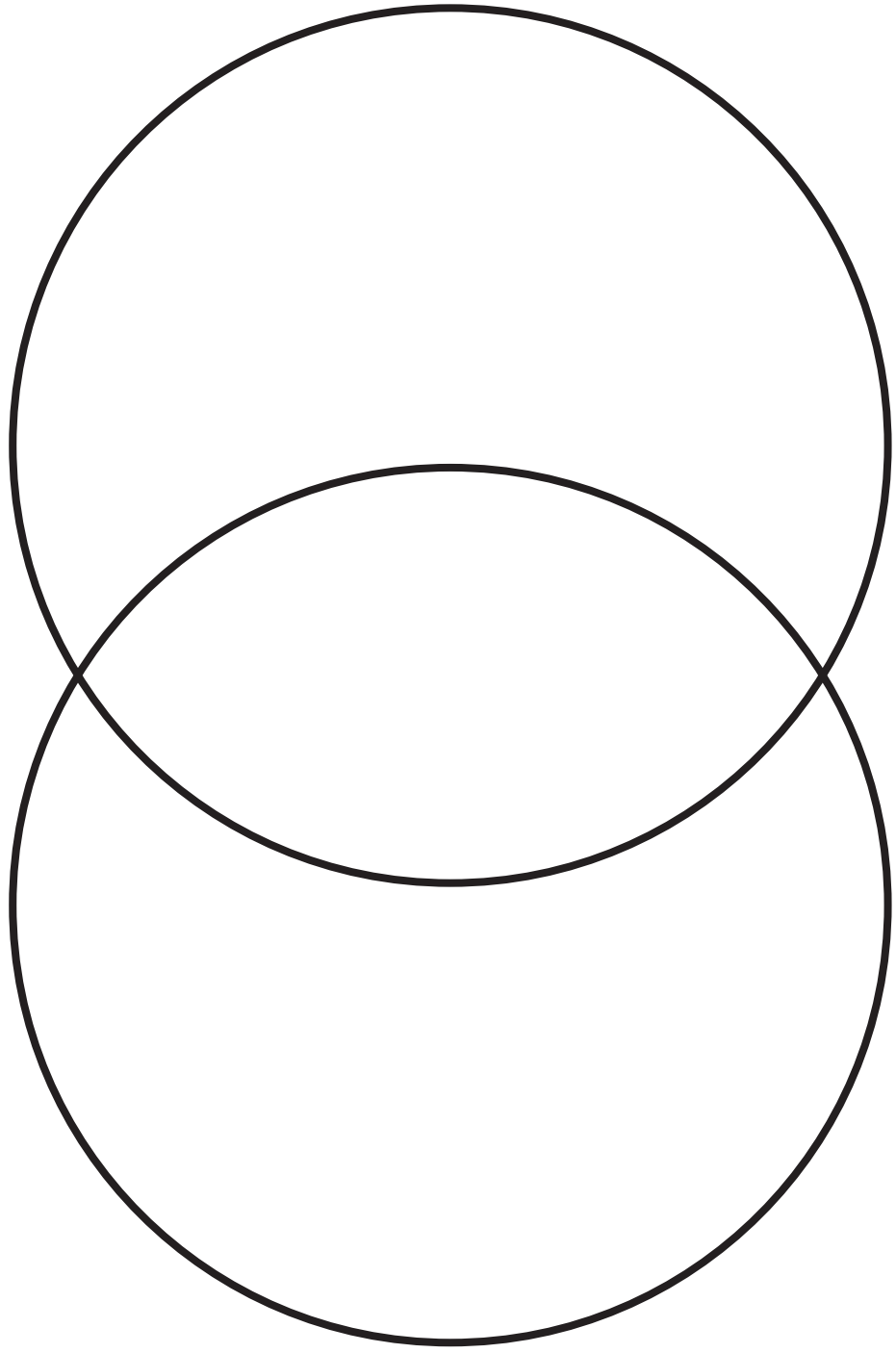
Graphic Organizers

Two Sorting Boxes



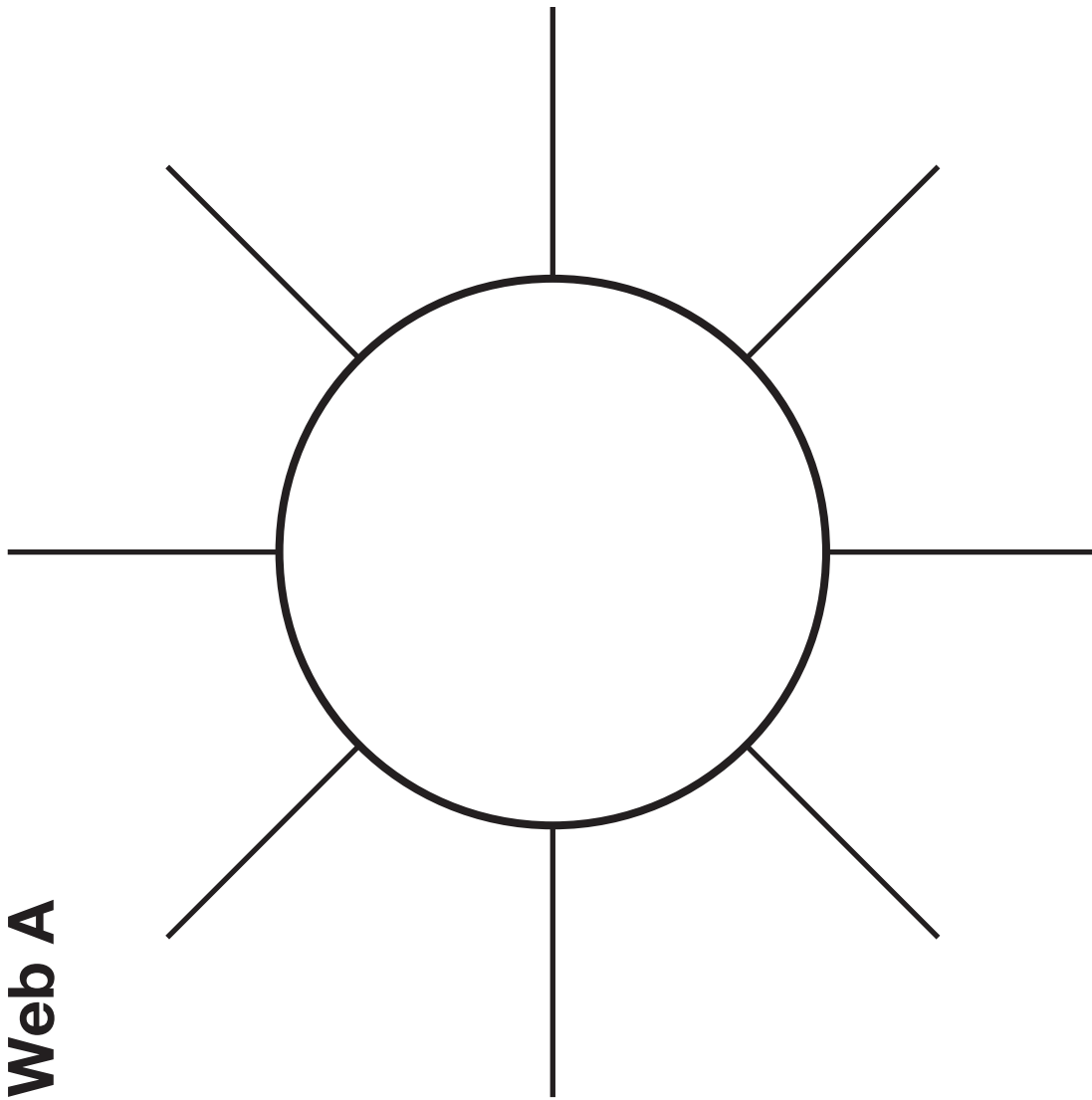
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Venn Diagram



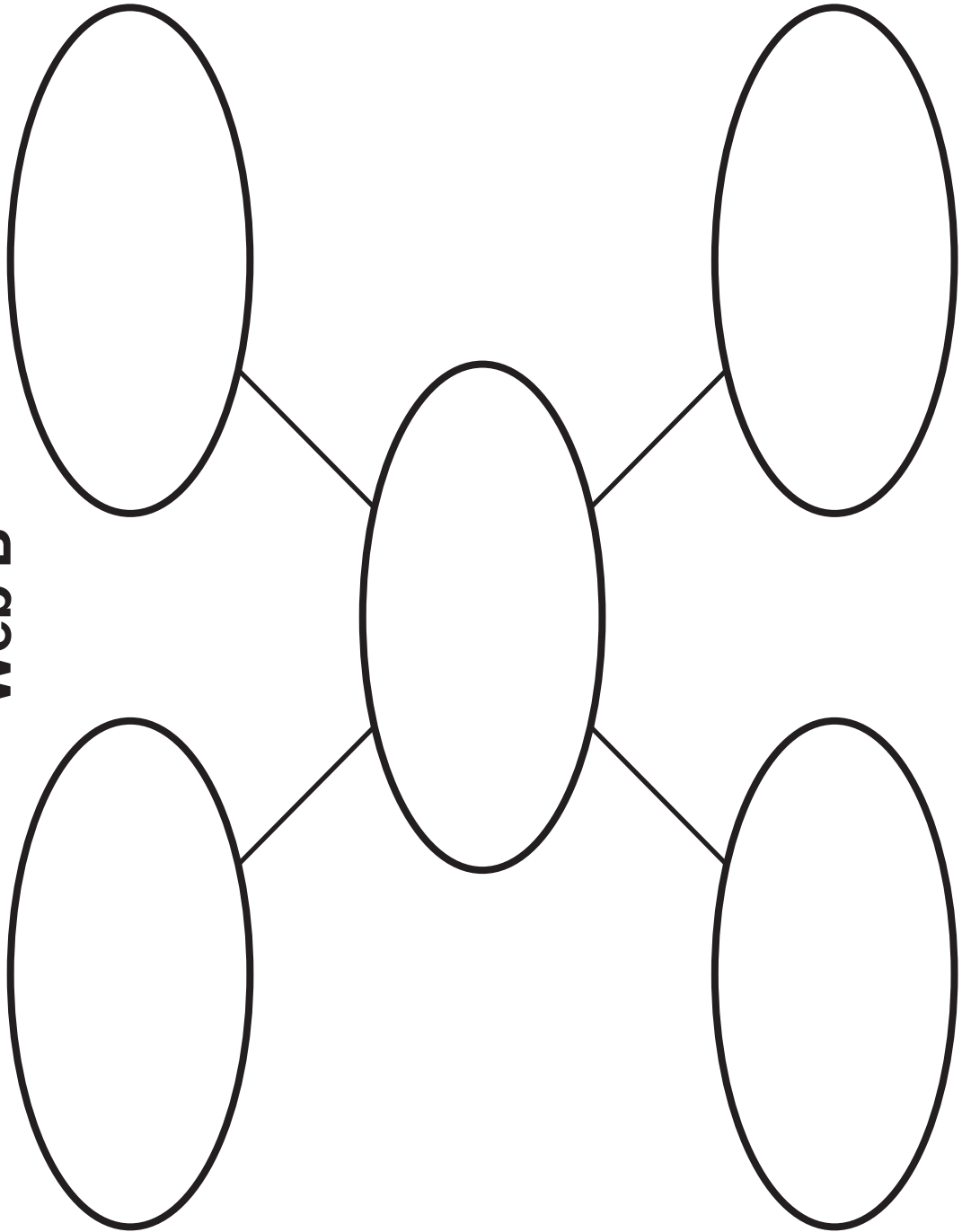
Graphic Organizers

Web A



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Web B



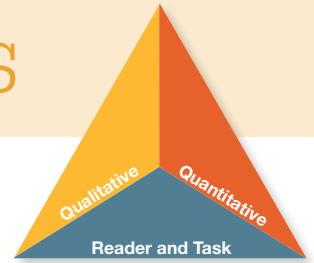
Graphic Organizers

Word Rating Chart

Word	Know	Have Seen	Don't Know

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Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Miss Rumphius*.

QUANTITATIVE MEASURES

LEXILE	680L
AVERAGE SENTENCE LENGTH	11.87
WORD FREQUENCY	3.79
PAGE COUNT	32

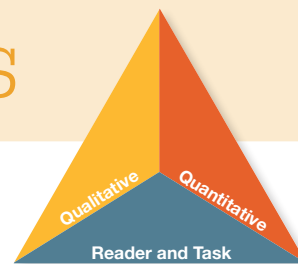
QUALITATIVE MEASURES

LEVELS OF MEANING	challenging concept about appreciating beauty and finding it within before creating something beautiful for others; complex theme about achieving life goals
STRUCTURE	complex narrative structure uses extended flashback to convey events moving from past to present
LANGUAGE CONVENTIONALITY AND CLARITY	additional support needed for some inaccessible vocabulary (<i>tropical isle, flung, headlands, hollows, Land of the Lotus-Eaters</i>); compound and complex sentences
THEME AND KNOWLEDGE DEMANDS	understanding and appreciation of the concept of beauty and of the natural world as art; some background knowledge of world geography helpful

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to name items or places they find beautiful or that make them happy; invite them to share reasons for their enjoyment.	Invite children to list several ways they might make their classroom or school environment more beautiful. Have them choose one, and help them make a plan to implement the change.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***The Family Tree***.

QUANTITATIVE MEASURES

LEXILE	AD480L
AVERAGE SENTENCE LENGTH	8.50
WORD FREQUENCY	3.57
WORD COUNT	272

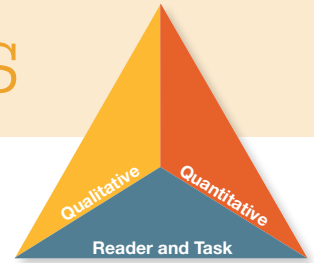
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept about saving a tree and protecting the environment; more complex themes about establishing and preserving roots for future generations and about the tree as a symbol of protection and strength
STRUCTURE	chronological story structure
LANGUAGE CONVENTIONALITY AND CLARITY	challenging vocabulary generally aided by artwork; some terms (<i>generations</i>) require additional support
THEME AND KNOWLEDGE DEMANDS	understanding of the tension between commercial and environmental interests; some knowledge of ways to protect the environment helpful

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Invite children to discuss items belonging to their families that have been passed down from generation to generation. Allow them to talk about what the items mean and why.	Challenge children to think about how building or creating new things can sometimes interfere with preserving the environment and protecting our “roots.” Work with the class to write a letter to key individuals in the community asking them to protect the environment through a specific action.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *The Life Cycle of an Apple Tree*.

QUANTITATIVE MEASURES

LEXILE	340L
AVERAGE SENTENCE LENGTH	9.95
WORD FREQUENCY	3.28
WORD COUNT	219

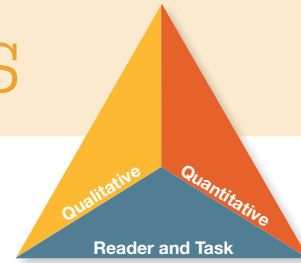
QUALITATIVE MEASURES

LEVELS OF MEANING	literal meaning; accessible concept; explicit facts about how apple trees grow from seeds within apples
STRUCTURE	descriptive, informational text
LANGUAGE CONVENTIONALITY AND CLARITY	photographs support accessible vocabulary in the text
THEME AND KNOWLEDGE DEMANDS	understanding that plants have a life cycle over seasons and over years that includes growing, reproducing, and dying

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss with children what a life cycle is. Invite them to share experiences they may have had with watching something grow.	Provide for children a number of seeds from different fruits (apple, pear, pomegranate, etc.). Work with children to research the life cycle of these seeds, and help them create a chart to record information about each type.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***How a Seed Grows***.

QUANTITATIVE MEASURES

LEXILE	AD400L
AVERAGE SENTENCE LENGTH	7.84
WORD FREQUENCY	3.57
PAGE COUNT	32

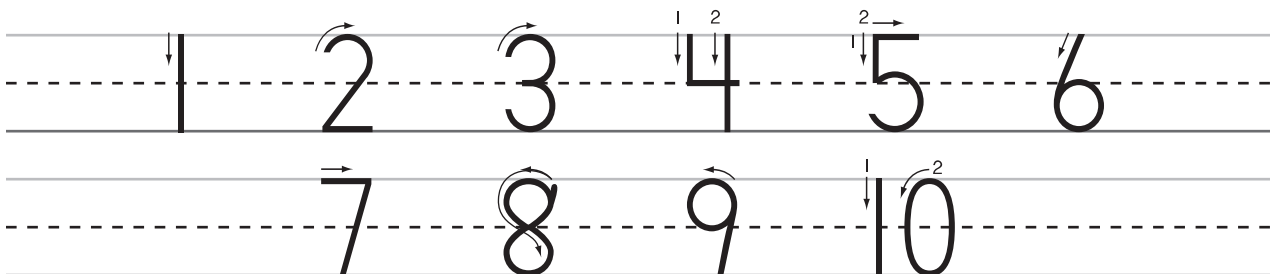
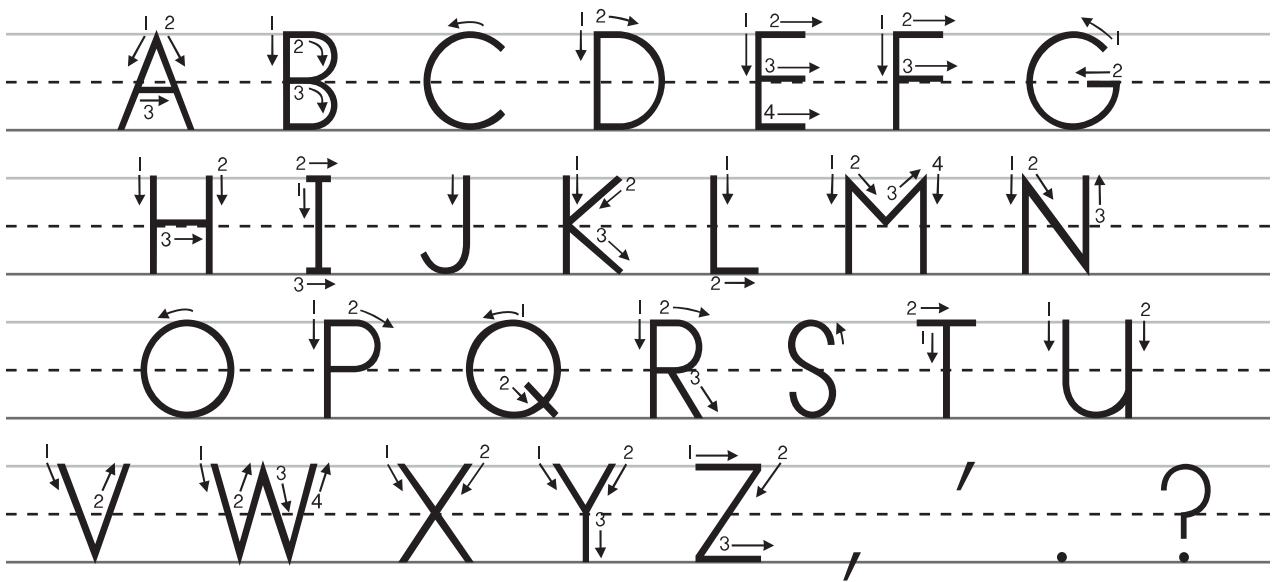
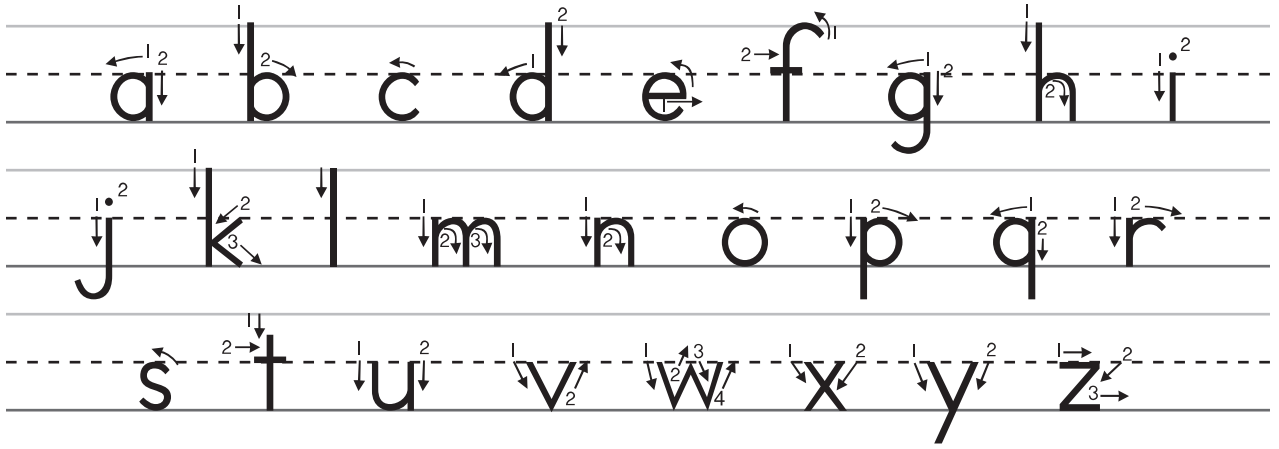
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible text with literal meaning about how seeds grow into plants
STRUCTURE	steps-in-a-process experiment supports informational text about the growing cycle as seeds become plants
LANGUAGE CONVENTIONALITY AND CLARITY	essential, content-specific vocabulary defined in context and through illustrations
THEME AND KNOWLEDGE DEMANDS	understanding that plant cycles are maintained when seeds grow into new plants like those from which they came

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Invite volunteers to name plants they know of that contain seeds. Encourage children to describe what various seeds look like, as you support the discussion by showing children pictures of a number of different seed types.	Have small groups each choose one type of seed and grow a dozen of that seed type in eggshells. Work with children to examine seed growth at different stages of development, and invite them to discuss similarities and differences among seed types. Challenge children to explain the entire cycle of one type of seed.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Leveled Text: Informational

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Informational Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of informational text (It contains facts about a topic; its purpose is to inform readers; it may contain photographs and other text features to help readers understand the topic). **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the selection and key words in the text. Call their attention to important text features, such as headings, photographs, and captions. Flip through the pages together, and have children describe what they see in the text and text features. **Ask:** *What topic do you think you will learn about in this informational text?*

EXPLORE VOCABULARY Based on the topic children determine from previewing the book, build background around concept vocabulary. **Say:** *Based on the title and pictures, here are some words we'll want to talk about before we read.* For example, if the book is about making choices about money, you may want to explore words like *goods*, *services*, *consumer*, or *income*.

Leveled Text: Informational

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model the active-reading process as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON CONCEPTS OF PRINT Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

FOCUS ON INFORMATIONAL TEXT Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- find the main topic and retell key details
- describe connections between pieces of information

How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- locate key facts using text features (headings, menus, icons, etc.)
- distinguish between information in pictures and in text

What does the text mean? (Integration of Knowledge and Ideas)

- identify key ideas using both illustrations and text
- identify reasons an author gives to support points
- identify similarities and differences between two texts

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging?
- Which aspect of this leveled reader must children understand to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as children interact with other types of informational text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to help children identify the main topic of an informational text, explain that finding the **main topic** means looking at all the sentences in a paragraph or a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what the text is about, why an author is writing, and why the information is important. Is the author writing to inform, explain, or persuade? For example, help children understand that the **main topic** of a text helps point them to the most important ideas the author wants to inform readers about.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model finding the **main topic**, pause occasionally after sentences or paragraphs and **say:** *These sentences are mostly about _____. I'll read on to see if _____ is the main topic of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main topic of an informational text, direct children's attention to a text previously read in the unit. Reread the title and a few pages of the book with children. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask children to restate the main topic of the book in their own words.

Leveled Text: Informational

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word-study strategy you modeled to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask a question and use the text to answer it.
- identify a key detail they think supports the main idea.
- use context or picture clues to figure out an unfamiliar word.
- identify a text feature and explain how it helps readers understand the text.
- identify a reason the author gives to support a point.

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit topic. Have children focus on the following questions:

- How are the ideas (illustrations, description, etc.) like other books I have read in this unit?
- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?
- What is the most interesting part of this book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting.

- This book is like the other texts in this unit because _____.
- The ideas in this text are similar to/different from the ideas in _____ because _____.
- One new thing I learned about the topic from this book is _____.
- The most interesting part of this book is _____ because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

Draw a picture of something important or interesting in this book and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Literary Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of literary text (It tells a story, or a narrative; it often has illustrations that show characters, settings, or events). **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the leveled reader. Call children's attention to key words in the story. Flip through the pages together, and have them point to and describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

EXPLORE VOCABULARY Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that are important to comprehension or that will ultimately help students uncover the theme or message in the text.

During Reading

Access Text

The activities in this section are designed to guide you as you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON CONCEPTS OF PRINT Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study strategy. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to use the strategy to decode a specific word in the leveled reader.

FOCUS ON LITERARY TEXT Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions about key details in the text
- retell narratives, and demonstrate understanding of the central message
- describe characters, settings, and major events, using the text

How does the text say it? (Craft and Structure)

- identify words and phrases that suggest feelings or appeal to senses
- explain differences between books that tell stories and those that give information
- identify who is telling the story at various points in the text

What does the text mean? (Integration of Knowledge and Ideas)

- use illustrations and details to describe characters, setting, or events
- compare and contrast experiences of characters in a story

Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about narratives must be reinforced as children interact with other types of literary text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, **ask:** *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct children's attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask children to describe the main character and story problem in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask and answer questions about key details in the text.
- retell narratives, and demonstrate understanding of the central message.
- describe characters, settings, and major events, using the text.
- identify words and phrases that suggest feelings or appeal to senses.
- identify who is telling the story at various points in the text.
- use illustrations and details to describe characters, setting, or events.
- compare and contrast experiences of characters in a story.

Leveled Text: Literary

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting.

- This story is like the other texts in this unit because _____.
- The message in this story is similar to/different from the message in _____ because _____.
- One new thing I learned about [state unit theme] from this book is _____.
- My favorite part of the book is _____. I like it because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

Draw a picture of something you liked in this book, and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

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